

**BOARD OF REGENTS  
MINUTES OF THE MEETING  
August 2-4, 2022**

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**BOARD OF REGENTS  
MINUTES OF THE MEETING  
August 2-4, 2022**

The South Dakota Board of Regents met on August 2-4, 2022, at Lewis & Clark Resort in Yankton, South Dakota with the following members present:

**ROLL CALL:**

John Bastian – PRESENT  
Brock Brown – PRESENT  
Jeff Partridge – ABSENT  
Tim Rave – ABSENT  
Joan Wink – PRESENT  
Tony Venhuizen, Secretary – PRESENT  
Jim Thares, Vice President – PRESENT  
Pam Roberts, President – PRESENT

Also present during all or part of the meeting were Dr. Brian Maher, Board of Regents Executive Director and CEO; Nathan Lukkes, Board of Regents Chief of Staff; Dr. Janice Minder, System Vice President for Academic Policy and Planning; Heather Forney, System Vice President of Finance & Administration; Kayla Bastian, Director of Human Resources; Shuree Mortenson, Director of Communications; Pam Carriveau, Associate Vice President for Academic Programming; Katie Maley; Executive Assistant to the CEO and Board; Barry Dunn, SDSU President; José-Marie Griffiths, DSU President; Laurie Nichols, BHSU President; Jim Rankin, SDSM&T President; Dr. Neal Schnoor, NSU President; Sheila Gestring, USD President; Kim Wadsworth, SDSD Superintendent; Dan Trefz, SDSBVI Superintendent; and other members of the Regental system and public and media.

## **TUESDAY, AUGUST 2, 2022**

Regent Roberts declared a quorum present and called the meeting to order at 1:00 p.m.

### **1-A Approval of the Agenda**

IT WAS MOVED by Regent Thares, seconded by Regent Wink, to approve the agenda as published. Motion passed.

### **1-B Declaration of Conflicts**

There were no declared conflicts.

### **1-C Approval of the Minutes – Meetings on June 22-23, 2022; July 18, 2022**

IT WAS MOVED by Regent Thares, seconded by Regent Wink, to approve the minutes of the Board of Regents meetings on June 22-23, 2022; July 18, 2022. Motion passed.

### **1-D Motion to Dissolve into Executive Session**

IT WAS MOVED by Regent Venhuizen, seconded by Regent Wink, that the Board of Regents Dissolve into Executive Session at 1:15 p.m. on Tuesday, August 2, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or pricing strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business.

That it recess at 5:00 p.m. and reconvene in Executive Session at 9:00 a.m. on Wednesday, August 3, to continue discussing the earlier referenced matters, and that it rise from Executive Session at 12:00 p.m. to resume the regular order of business and report its deliberations while in executive session, and take any action it deems prudent as a result thereof. Motion passed.

The Board dissolved into executive session.

## **WEDNESDAY, AUGUST 3, 2022**

The Board reconvened in public session at 1:45 p.m.

### **4-A Strategic Planning: Governance – Mission Statements**

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that one of the objectives outlined in Goal 1 of the SDBOR Strategic Plan includes a review and revision of the institutional mission statements. The presidents in working with Dr. Maher have met several times to discuss the importance of missions for each university and for the system. Dr. Minder utilized a working template to coordinate discussion with the presidents. The presidents worked



with their university stakeholders to revise and recommend changes. The revised policies provided in the agenda item reflect the ongoing work to date.

These draft policies will continue to be updated with the intention of presenting for formal approval at the October 2022 BOR meeting. By approving these revisions, this will meet the recommendation on Mission Review from the Senate Bill 55 (SB55) Taskforce report and satisfy in part the strategic plan on the policy revision of the mission statements.

A copy of the Strategic Planning: Governance – Mission Statements can be found on pages **15** to **73** of the official minutes.

#### **4-B Strategic Planning: Governance – Financial Aid Analysis Student Information System Review**

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that one of the objectives of the SDBOR Strategic Plan is to incorporate continuous improvement ensuring that the Board of Regents resumes efforts related to Senate Bill 55 efforts. The objective was to identify up to two projects per year or a total of 10 in five years for efficiency and effectiveness. The system enrollment management vice presidents requested that a review and analysis be completed on the Financial Aid information systems to ensure that the platform was configured to promote best practices as well as to increase efficiencies. Dr. Maher supported the efforts and rather than implementing a Lean review, the vendor of the student information system was contracted to complete a full review of the financial aid information system. The support to have the vendor complete the process ensured a proper vetting of the technology solution.

It is important to note that one of the findings includes documentation on how to submit estimates on financial aid and scholarship packages earlier (especially to first time students). Board staff have had requests regarding the timeline to award packaging. Currently, most of the campuses submit packages to students upon approval of the Board of Regents tuition and fees around the first part of April. The vendor has provided recommendations to implement processes where initial packages may be submitted with a footnote documenting that the actuals will follow upon the tuition and fee approval.

Board members agreed that the value of packaging aid and scholarship should be further explored for as early as January for maximum enrollment results.

A copy of the Strategic Planning: Governance – Financial Aid Analysis Student Information System Review can be found on pages **74** to **75** of the official minutes.

#### **4-C Strategic Planning: Access and Affordability – First Day Access**

Dr. Janice Minder, System Vice President for Academic Policy and Planning, explained that the Strategic Plan specifically documents the importance of access and affordability for our students. With the efforts currently underway such as First Day Access, support by the board ensures continued momentum and optimum implementation of this practice.

A copy of the Strategic Planning: Access and Affordability – First Day Access can be found on pages **76** to **84** of the official minutes.

#### **4-D Strategic Planning: Access and Affordability – Transfer Initiatives**

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated the Strategic Plan specifically documents the importance of access and affordability which connects directly with the work of seamless transfer. In addition, Goal 4 of the Strategic Plan encourages partnerships to engage workforce needs. The project as outlined in the agenda item meets several noted objectives in an effort to support increased engagement of multiple internal and external stakeholders to accomplish access to affordable education.

A copy of the Strategic Planning: Access and Affordability – Transfer Initiatives can be found on pages **85** to **129** of the official minutes.

#### **4-E Senate Bill 55 Updates – Academic and Finance**

Dr. Janice Minder, System Vice President for Academic Policy and Planning, and Heather Forney, System Vice President of Finance and Administration, provided the Board with a spreadsheet summarizing the current status of the 35 recommendations there were identified in the final Senate Bill 55 (SB55) report.

A copy of the SB55 Updates – Academic and Finance can be found on pages **130** to **134** of the official minutes.

#### **4-F Senate Bill 55 – Academic Program Duplication Review**

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that over the past several months, the Academic Affairs Council (AAC) has been addressing the topic of program duplication. Specifically, AAC has been addressing workforce needs, support to document needs, and understanding when a program becomes ubiquitous, requiring necessary duplication.

The Department of Labor and Regulation identifies high demand occupations on their website. When reviewing the top 30 requiring some form of post-secondary education, a partial list includes Accountants and Auditors, Child, Family, and School Social Workers, Elementary School Teachers, Management Analysts, Registered Nurses, Secondary School Teachers, and Substance Abuse, Behavioral Disorder, and Mental Health Counselors. This list is not all-inclusive. In addition, EMSI supports several of the listed as workforce needs for South Dakota.

Board members agreed that likely there may be some instances where some program duplication may be supported due to state needs, strategic mission, or other needs. Justification would need to be done on a case-by-case basis.

A copy of the SB55 – Academic Program Duplication Review can be found on pages **135** to **137** of the official minutes.

The Board recessed at 3:45 p.m.

## **THURSDAY, AUGUST 4, 2022**

The Board reconvened in public session at 9:00 a.m.

### **5-A Report and Actions of Executive Session**

Regent Venhuizen reported that the Board Dissolved into Executive Session at 1:15 p.m. on Tuesday, August 2nd, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, before recessing at 5:00 p.m.

The Board reconvened in Executive Session at 9:00 a.m. on Wednesday, August 3rd, to continue discussing the earlier referenced matters before rising from Executive Session at 12:00 p.m. to resume the regular order of business.

While in Executive Session, the Board discussed the matters just described, which included certain recommended actions as set forth in the Secretary's Report and other matters permitted by law.

IT WAS MOVED by Regent Venhuizen, seconded by Regent Brown, that the Board approve the recommended actions as set forth in the Secretary's Report and that it publish said Report and official actions in the formal minutes of this meeting.

A copy of the Secretary's Report can be found on pages 12 to 14 of the official minutes.

### **5-B Public Comment Period**

There were no public comments.

## **CONSENT AGENDA**

IT WAS MOVED by Regent Thares, seconded by Regent wink, to approve consent agenda items 6-A through 6-I. Motion passed.

### **Academic and Student Affairs – Consent**

#### **6-A Graduation Lists**

Approve the attached BHSU, NSU, SDSU, and USD graduation lists contingent upon the students' completion of all degree requirements.

A copy of the Graduation Lists can be found on pages **138** to **155** of the official minutes.

**6-B (1) BOR Policy Revisions – Repeal BOR Transfer Policies 2:25, 2:27, and 2:31 (Second Reading)**

Approve the second and final reading to appeal BOR Policies 2:25, 2:27, and 2:31, as presented.

A copy of the BOR Policy Revisions – Repeal BOR Transfer Policies 2:25, 2:27, and 2:31 (Second Reading) can be found on pages **156** to **163** of the official minutes.

**6-B (2) BOR Policy Revisions – Revised BOR Policy 2:7 – Undergraduate General Education Curriculum, and Repeal BOR Policy 2:26 – Associate Degree General Education Curriculum (Second Reading)**

Approve the second and final reading to repeal BOR Policy 2:26 and the proposed revisions to BOR Policy 2:7, as presented.

A copy of the BOR Policy Revisions – Revised BOR Policy 2:7 – Undergraduate General Education Curriculum, and Repeal BOR Policy 2:26 – Associate Degree General Education Curriculum (Second Reading) can be found on pages **164** to **178** of the official minutes.

**6-B (3) BOR Policy Revisions – BOR Policy 2:11 – Assessment Revisions (Second Reading)**

Approve the second and final reading of the proposed revisions to BOR Policy 2:11, as presented.

A copy of the BOR Policy Revisions – BOR Policy 2:11 – Assessment Revisions (Second Reading) can be found on pages **179** to **188** of the official minutes.

**6-B (4) BOR Policy Revisions – Revised BOR Policy 2:13 – Third Party Requests for Academic Credit (Second Reading)**

Approve the second and final reading of the proposed revisions to BOR Policy 2:13, as presented.

A copy of the BOR Policy Revisions – Revised BOR Policy 2:13 – Third Party Requests for Academic Credit (Second Reading) can be found on pages **189** to **198** of the official minutes.

**6-B (5) BOR Policy Revisions – Revised BOR Policy 2:29 – Definition of Credits and Related Institutional Requirements (Second Reading)**

Approve the second and final reading of the proposed revisions to BOR Policy 2:29, as presented.

A copy of the BOR Policy Revisions – Revised BOR Policy 2:29 – Definition of Credits and Related Institutional Requirements (Second Reading) can be found on pages 199 to 210 of the official minutes.

**6-C (1) New Program Request – SDSMT – Minor in Business Management in Technology**

Authorize SDSMT to offer a minor in Business Management in Technology, as presented.

A copy of the New Program Requests – SDSMT – Minor in Business Management in Technology can be found on pages 211 to 224 of the official minutes.

**6-C (2) New Program Request – SDSMT – Minor in Ceramic Engineering**

Authorize SDSMT to offer a minor in Ceramic Engineering, as presented.

A copy of the New Program Requests SDSMT – Minor in Ceramic Engineering can be found pages 225 to 233 of the official minutes.

**6-D (1) New Certificate Request – BHSU – Basic Level Spanish (Undergraduate)**

Authorize BHSU to offer an undergraduate certificate in Basic Level Spanish, as presented.

A copy of the New Certificate Requests – BHSU – Basic Level Spanish (Undergraduate) can be found on pages 234 to 240 of the official minutes.

**6-D (2) New Certificate Request – DSU – Data Privacy (Graduate)**

Authorize DSU to offer a graduate certificate in Data Privacy, as presented.

A copy of the New Certificate Requests – DSU – Data Privacy (Graduate) can be found on pages 241 to 245 of the official minutes.

**6-D (3) New Certificate Request – USD – Indian Law (Graduate)**

Authorize USD to offer a graduate certificate in Indian Law, as presented.

A copy of the New Certificate Requests – USD – Indian Law (Graduate) can be found on pages 246 to 250 of the official minutes.

**6-E (1) New Specialization Request – SDSMT – Actuarial Science**

Authorize SDSMT to offer a specialization in Actuarial Science within the BS in Mathematics, as presented.

A copy of the New Specialization Requests – SDSMT – Actuarial Science can be found on pages **251** to **256** of the official minutes.

**6-E (2) New Specialization Request – USD – Mental Health – BA/BS in Psychology**

Authorize USD to offer a specialization in Mental Health within the BA & BS in Psychology, as presented.

A copy of the New Specialization Requests – USD – Mental Health – BA/BS in Psychology can be found on pages **257** to **260** of the official minutes.

**6-F (1) New Site Request – USD – Minor in Biology (Online)**

Approve USD’s new site proposal to offer the minor in Biology online.

A copy of New Site Requests – USD – Minor in Biology (Online) can be found on pages **261** to **264** of the official minutes.

**6-F (2) New Site Request – USD – Minor in Computer Science (Online)**

Approve USD’s new site proposal to offer the minor in Biology online.

A copy of New Site Requests – USD – Minor in Computer Science (Online) can be found on pages **265** to **269** of the official minutes.

**6-F (3) New Site Request – USD – Minor in Interdisciplinary Sciences (Online)**

Approve USD’s new site proposal to offer the minor in Interdisciplinary Sciences online.

A copy of New Site Requests – USD – Minor in Interdisciplinary Sciences (Online) can be found on pages **270** to **274** of the official minutes.

**6-F (4) New Site Request – USD – Minor in Spanish (Online)**

Approve USD’s new site proposal to offer the minor in Spanish online.

A copy of New Site Requests – USD – Minor in Spanish (Online) can be found on pages **275** to **278** of the official minutes.

**6-G Request to Seek Accreditation – SDSU**

Approve SDSU’s request to seek accreditation from the American Society of Animal Science for their BS in Animal Science.

A copy of the Request to Seek Accreditation – SDSU can be found on pages **279** to **281** of the official minutes.

## **Budget and Finance – Consent**

### **6-H FY23 Minnesota Reciprocity Agreement**

A copy of the FY22 Minnesota Reciprocity Agreement can be found on pages **282** to **287** of the official minutes.

### **6-I Extension Forestry Joint Powers Agreement Addendum – SDSU & SD Department of Agriculture & Natural Resources**

Approve the Year 3 Work Plan to the existing Joint Powers Agreement set forth in Attachment I.

A copy of Extension Forestry Joint Powers Agreement Addendum – SDSU & SD Department of Agriculture & Natural Resources can be found on pages **288** to **293** of the official minutes.

## **Informational Items – No Board Action Necessary**

### **6-J Interim Actions of the Executive Director**

A copy of the Interim Actions of the Executive Director can be found on pages **294** to **296** of the official minutes

## **ACADEMIC AND STUDENT AFFAIRS**

### **7-A BOR Policy 2:XX Accreditation (First Reading)**

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that this policy was drafted, noting that we have not had a policy on accreditation before and there is a need for one to provide clarification.

Regent Venhuizen would like to rethink the language in Section C.5 of the policy and suggests that it be removed/stricken for the second reading. It would be better to assess any issues which that language pertains to on a case-by-case basis with the Board rather than have language in policy that unnecessarily beholden the Regental system to another entity. Dr. Minder stated she will make that revision, discuss it with the Academic Affairs Council before bringing it back for the second reading in October. She also affirmed that she foresees no issue with striking Section C.5.

IT WAS MOVED by Regent Wink, seconded by Regent Bastian, to approve the first reading of the new proposed BOR Policy on accreditation, as presented. Motion passed.

A copy of the BOR Policy 2:XX Accreditation (First Reading) can be found on pages **297** to **300** of the official minutes.

### **7-B New BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4 – Seamless Transfer of Credit (Second Reading)**

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that this is the second reading of the policies for the Board. Any clerical and clarifying revisions that have happened to the language within the policies are highlighted in yellow within the item. These revisions are minor and do not change the intent of the policies from the first reading at the June BOR meeting.

IT WAS MOVED by Regent Wink, seconded by Regent Venhuizen, to approve the second and final reading of the proposed revisions to BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4, as presented. Motion passed.

A copy of the New BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4 – Seamless Transfer of Credit (Second Reading) can be found on pages 301 to 318 of the official minutes.

### **7-C Lawrence & Schiller BOR Marketing Campaign Update**

Shuree Mortenson, Director of Communications, stated that the campaign will kick back up in a couple of weeks. There have been around 2100 clicks on the marketing page thus far. The campaign is targeting ages 35+. In trying to determine which mode of media has been doing better than others, it is difficult to determine since billboards and such only have estimated impacts. One outlet that has been doing well is LinkedIn. That site is a great platform to have high engagement rates. There will be additional campus reflected content added in terms of imaging, but there is not an immediate plan for updating content. The system campaign content will remain at the system level. The “Learning Drives Us Forward” is a separate, microsite than the SDBOR website. Campus marketing teams are encouraged to work with Shuree to help provide content to go with imaging to help with engagement and driving individuals towards campuses.

A copy of the Lawrence & Schiller BOR Marketing Campaign Update can be found on page 319 of the official minutes.

### **7-D New Program Request – BHSU – Minor in Theatre**

Dr. Janice Minder, System Vice President for Academic Policy and Planning, introduced Dr. Pam Carriveau as the Board’s new Assistant Vice President for Academic Programming. Dr. Carriveau stated that this item was originally on the consent agenda, but it was moved to discussion at the request of Regent Partridge prior to the meeting. Regent Bastian noted that he feels the renaming of BHSU’s original program

IT WAS MOVED by Regent Wink, seconded by Regent Brown, to Authorize BHSU to offer a minor in Theatre, as presented. Motion passed.

A copy of the New Program Request – BHSU – Minor in Theatre can be found on pages 320 to 329 of the official minutes.



## **ADJOURNMENT**

IT WAS MOVED by Regent Bastian, seconded by Regent Thares, to adjourn the meeting.

Motion passed.

The meeting adjourned at 10:00 a.m.

### *Secretary's Executive Session Report*

*The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on Tuesday, August 2<sup>nd</sup>, 2022, in accordance with SDCL 1-25-2 to discuss matters authorized therein. Following executive session on August 4<sup>th</sup>, the Board will meet in open session to discuss and take official action on the matters set forth below, all other matters discussed were consistent with the requirements of SDCL 1-25-2, but no official action on them is being proposed at this time.*

#### *Recommended Actions:*

- 2-B. Authorize the Director of Human Resources to proceed with the HR matter(s) within the parameters discussed.*
- 2-D. Award one (1) year of prior service credit toward promotion for Peter McKeon (SDSMT).*
- 2-E. Approve the request to grant tenure as an Associate Professor to Dr. David A. DeJong (DSU) and tenure as a Professor to Dr. Jon Kilpinen (BHSU).*
- 2-G. Approve the salary adjustments and appointments as outlined in Attachment I.*
- 2-H. Approve the evaluation letter for President Dunn as presented.*
- 2-I. Approve the evaluation letter for Dr. Brian Maher as presented.*

BLACK HILLS STATE UNIVERSITY					
Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary Increase %
Daluss Siewert	Professor/Department Chair	7/22/2022	Market/Additional Duties	\$86,477.00	\$81,477.00 6.1%
<b>JUSTIFICATION:</b> Dr.Siewart to serve as Acting Dean of College of Liberal Arts and has been a high performing faculty member. This will be a permanent base adjustment of \$5,000 to bring him closer to the market value for his discipline. CUPA median for this faculty member's discipline is \$87,902. BHSU has permanent salvage dollars to cover the additional compensation.					
Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary Increase %
John Ginther	Director of Residence Life	7/22/2022	Reclassification	\$58,098.00	\$46,098.00 26.0%
<b>JUSTIFICATION:</b> This position is responsible for direction and leadership in the daily operation of residence life operations including: recruiting, hiring, training and supervision of Residence Life staff; management of the budget; supervision of the residence life education program development; programming and community development; Living Learning Community programming and development, oversight of the conduct process; conflict mediation, crisis management; and assists with creating new initiatives and academic support programs. This position's duties are that of a director, BHSU is requesting reclassification of this position from an assistant director to director.					
SOUTH DAKOTA STATE UNIVERSITY					
Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary Increase %
David Karki	Extension Field Specialist II	7/22/2022	Permanent Additional Duties	\$83,436.00	\$75,851.00 10.0%
<b>JUSTIFICATION:</b> The current Science Manager is retiring effective 21 June 2022. Dr. Karki is assuming critical leadership and fiscal responsibilities of an important research farm that is guided by an advisory board consisting of members of the local and ag business leaders. It is critical for SDSU to maintain our current farm footprint and stature within the community. Dr. Karki is an established member of community, is an agricultural expert, and has a critical skillset to maintain continuity of research on the research farm. Karki will provide leadership to the advisory board and the land owners to ensure SDSU has the ability to continue and expand operations.					
Name	Associate Director - Operations	7/22/2022	Reclassification	\$68,470.00	\$62,245.00 10.0%
Maryke Taute					
<b>JUSTIFICATION:</b> During the fall of 2020, the Associate Director for Living-Learning and Outreach vacated their position which provided SDSU the opportunity to reexamine the current structure and needs in the department. This position will now take on duties and oversight of the following areas: camps, conferences, front end staff, technology, and front desk oversight. SDSU HR evaluated the position and recommends a reclassification to an Associate Director with a 10% increase to address the additional duties.					

Courtney Valencia	Evaluation Coordinator	7/22/222	Internal Equity	\$54,260.00	\$46,178.00	17.5%
<b>JUSTIFICATION:</b> The position was evaluated to update the title to reflect current duties and adjust the salary to be equitable with other evaluation coordinators. After analysis of internal equity, this position is significantly lower in pay than others within the department who are completing similar duties and have the same level of responsibility. The is an internal equity adjustment to align internal compensation.						

# **SOUTH DAKOTA BOARD OF REGENTS**

## **Planning Session**

**REVISED**  
**AGENDA ITEM: 4 – A**  
**DATE: August 2-4, 2022**

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### **SUBJECT**

**Strategic Plan: Governance – Mission Statements**

### **CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 1:10:1](#) – University of South Dakota Mission Statement

[BOR Policy 1:10:2](#) – South Dakota State University Mission Statement

[BOR Policy 1:10:3](#) – South Dakota School of Mines and Technology Mission Statement

[BOR Policy 1:10:4](#) – Black Hills State University Mission Statement

[BOR Policy 1:10:5](#) – Dakota State University Mission Statement

[BOR Policy 1:10:6](#) – Northern State University Mission Statement

[BOR Policy 1:10:7](#) – South Dakota School for the Deaf Mission Statement

[BOR Policy 1:10:8](#) – South Dakota School for the Blind & Visually Impaired Mission Statement

[SDBOR Strategic Plan](#)

### **BACKGROUND / DISCUSSION**

The mission of the Board of Regents is to provide an excellent, efficient, accessible, equitable, and affordable public university and special schools system that improves South Dakota's overall educational attainment and research productivity, while enriching the intellectual, economic, civic, social, and cultural life of the state, its residents, and its communities. Goal 1 of the strategic plan is Governance, and states that "The Board of Regents shall govern the six public universities and two special schools to engage, advocate and ensure stewardship in post-secondary public education policy, resource utilization and overall Regental effectiveness."

One of the objectives outlined in Goal 1 includes mission review and revision. The presidents working with Dr. Maher have met several times to discuss the importance of missions for the university and for the system. Dr. Minder utilized a working template to coordinate discussion with the presidents. The presidents worked with their university stakeholders to revise and recommend changes. The revised policies in Attachments I - VI reflect the ongoing work to date.

In addition, as Dr. Minder has been working on BOR Policy revisions, and Shuree Mortenson has also provided some guidance and discussion around utilizing digital

(Continued)

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### **INFORMATIONAL ITEM**

material for the SDBOR website. Shuree will provide an example of her work during the planning session to gain feedback from the Board and the presidents.

## **IMPACT AND RECOMMENDATION**

The Board of Regents should discuss the draft policy statements and the digital marketing draft shared by Dr. Minder and Shuree Mortenson. The policies can be updated for formal approval at the October 2022 BOR meeting. By approving these revisions, this will meet the recommendation on Mission Review from the Senate Bill 55 (SB55) Taskforce report and satisfy in part the strategic plan on the policy revision of the mission statements.

## **ATTACHMENTS**

Attachment I (a) – BOR Policy 1:10.1 University of South Dakota (Revisions)

Attachment I (b) – BOR Policy 1:10.1 University of South Dakota (Clean Copy)

Attachment I (c) – Digital Marketing University of South Dakota

Attachment II (a) – BOR Policy 1:10.2 South Dakota State University (Revisions)

Attachment II (b) – BOR Policy 1:10.2 South Dakota State University (Clean Copy)

Attachment II (c) – Digital Marketing South Dakota State University

Attachment III (a) – BOR Policy 1:10.3 SD School of Mines and Technology (Revisions)

Attachment III (b) – BOR Policy 1:10.3 SD School of Mines and Technology (Clean Copy)

Attachment III (c) – Digital Marketing SD School of Mines and Technology

Attachment IV (a) – BOR Policy 1:10.4 Black Hills State University (Revisions)

Attachment IV (b) – BOR Policy 1:10.4 Black Hills State University (Clean Copy)

Attachment IV (c) – Digital Marketing Black Hills State University

Attachment V (a) – BOR Policy 1:10.4 Dakota State University (Revisions)

Attachment V (b) – BOR Policy 1:10.4 Dakota State University (Clean Copy)

Attachment V (c) – Digital Marketing Dakota State University

Attachment VI (a) – BOR Policy 1:10.4 Northern State University (Revisions)

Attachment VI (b) – BOR Policy 1:10.4 Northern State University (Clean Copy)

Attachment VI (c) – Digital Marketing Northern State University



# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual



**SUBJECT:** University of South Dakota Mission Statement

**NUMBER:** 1:10:1

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### **A. PURPOSE**

~~To comply with provisions of Board Policy 1:10 requiring the University of South Dakota mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.~~

The South Dakota Board of Regents regards the research universities of South Dakota as valuable contributors to the state's system of higher education. Research universities offer a broad array of undergraduate, graduate, and professional programs and are characterized as doctoral granting with a Carnegie Classification of very high or high research activity.

Universities operating within this sector are nationally recognized research institutions with significant commitments to the receipt of external funding. In addition, research universities promote the research activities of their faculty, staff, and students. The Board of Regents recognizes that research universities have unique characteristics within the South Dakota system of higher education.

The principles outlined in this policy serve as overarching directions for research universities reflecting efficient and effective roles in scholarly research and economic development. In addition, research university functions align with Board of Regents strategies to advance student access, affordability, degree completion rates, and quality education.

### **B. DEFINITIONS**

- 1. Board of Regents:** Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13- 49 through § 13-53 provides the authority to govern academic programming.
- 2. Institution:** Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.

3. **Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).
4. **Carnegie Classification:** A classification given to a university or college. The Carnegie Classification of Institutions of Higher Education provides a framework for recognizing and describing institutional diversity in the United States.
5. **Doctoral University – High Research Activity:** USD has a Carnegie Classification of doctoral university/high research activity. This classification includes institutions that awarded at least 20 research/scholarship doctoral degrees during the update year and institutions with below 20 research/scholarship doctoral degrees that awarded at least 30 professional practice doctoral degrees in at least two programs.

### **C. POLICY-STATUTORY MISSION**

1. The legislature established the statutory mission of the University of South Dakota under SDCL 13-57-1 as:  

Designated as South Dakota's Liberal Arts University, the University of South Dakota, established and located at Vermillion, in Clay County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.
2. **The legislature established in addition under SDCL 13-57-3.1 the University of South Dakota School of Medicine:**  

There is hereby created at the University of South Dakota a family practice oriented four-year M.D. degree granting school of medicine which shall be under the control of the Board of Regents.
3. **The legislature recognized under SDCL 13-57-3.2 the University of South Dakota a division of Indian studies:**  

The Legislature hereby recognizes the center for Indian studies which is a division of the University of South Dakota and is under the control of the Board of Regents. The purposes of the center for Indian studies are to provide persons of Indian descent with educational opportunities both on and off the campus of the University of South Dakota and to provide to all persons the opportunity to research and study the history, culture, and language of the Indians of North America and South Dakota.
4. **Board of Regents Implementation of Statutory Mission**  

The Board recognizes the University of South Dakota's mission as:  
To be the best small, public flagship university in the nation built upon a liberal arts foundation.



~~The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.~~

~~The University of South Dakota is the comprehensive university of the South Dakota System of Higher Education.~~

~~The University of South Dakota is the administrative lead institution at the Community College for Sioux Falls University and is approved to offer programs and courses online through the Internet.~~

#### **D. UNIVERSITY OF SOUTH DAKOTA ORGANIZATIONAL STRUCTURE**

University of South Dakota (USD), being the first postsecondary university in the Dakotas (1862), known as the flagship university with a comprehensive statutory portfolio. USD understands its identity and responsibility to ensure full implementation of teaching and learning; research, scholarship, and creative activity; and service and outreach.

USD has fundamental units serving the state of South Dakota:

1. **Main Campus (Vermillion):** The University of South Dakota's main campus in Vermillion is the state's oldest postsecondary institution. The campus primarily serves residential students in undergraduate, professional, and graduate programs. The campus includes the College of Arts & Sciences, Beacom School of Business, School of Health Sciences, School of Education, and College of Fine Arts.
2. **Sanford School of Medicine:** The Sanford School of Medicine is the only public medical school in South Dakota. The school provides nationally recognized medical education and research with an emphasis on rural medicine.
3. **Knudson School of Law:** The Knudson School of Law is the only public law school in South Dakota. The school prepares lawyers and judges for the federal, state, and American Indian justice systems.
4. **University of South Dakota – Sioux Falls:** USD-Sioux Falls (USD-SF) is a non-residential satellite site of USD specifically connected to the health sciences hub including nursing, social work, nurse anesthesia practice, center for the prevention of child maltreatment, and center for rural health improvement. In addition, USD-SF will also provide offering toward educational and business career pathways and other workforce needed programs as approved.
5. **Discovery District and GEAR Center:** The Discovery District and the Graduate Education and Applied Research (GEAR) Center exist as part of a public/private research park in Sioux Falls.

#### **E. ACADEMIC CURRICULUM AND CREDENTIALS**

The following curriculum is approved for the university: USD is statutorily authorized to offer academic programs in the liberal arts and sciences and education and is authorized by statute to offer business, fine arts, law, and medical education. USD has the authority to credential

certificates, associate degrees, baccalaureate degrees, master's degrees and doctoral degrees provided formal approval by the Board of Regents. The Board of Regents may authorize academic programs outside of the statutory mission as identified by the Regents due to workforce needs, strategic needs of the state, etc. All program requests must comply with BOR Policy 2:23 and 2:23.1.

#### **1.1. Undergraduate Major Level Curriculum**

~~Business, Computer Science (in accordance with SDCL 13-59-2.2), Education, Entrepreneurship, Exercise Science, Fine and Performing Arts, General Studies, Health Sciences, Humanities, Liberal Arts, Mathematics, Native American Studies, Nursing, Physical and Biological Sciences, Social Sciences, Sport Media and Administration, Sustainability, and Technical Leadership.~~

#### **1.2. Master's and Specialist Level Curriculum**

~~Biological and Physical Sciences, Biomedical Sciences and Biomedical Engineering, Business, Computer Science, Counseling, Education, Fine and Performing Arts, Humanities and Liberal Arts, Interdisciplinary Studies, Mathematics, Public Administration, Public Health, Social Sciences, Social Work, and Sustainability.~~

#### **1.3. Doctoral Level Curriculum**

~~Biological and Physical Sciences, Biomedical Sciences and Biomedical Engineering, Business, Counseling, Education, Health Sciences, Humanities and Liberal Arts, Law, Medicine, Social Sciences, and Sustainability.~~

## **2. Authorized Degrees**

#### **2.1. Undergraduate Degrees**

~~Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), Bachelor of Business Administration (B.B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of General Studies (B.G.S.), Bachelor of Music (B.M.), Bachelor of Musical Arts (B.M.A.), Bachelor of Science (B.S.), Bachelor of Science in Education (B.S.Ed.), Bachelor of Science in Nursing (B.S.N.). Certificates in related fields.~~

#### **2.2. Graduate Degrees**

~~Doctor of Audiology (Au.D.), Doctor of Education (Ed.D.), Doctor of Medicine (M.D.), Doctor of Occupational Therapy (O.T.D.), Doctor of Philosophy (Ph.D.), Doctor of Physical Therapy (D.P.T.), Education Specialist (Ed.S.), Executive Master of Public Administration (E.M.P.A.), Juris Doctor (J.D.), Master of Arts (M.A.), Master of Business Administration (M.B.A.), Master of Fine Arts (M.F.A.), Master of Law and Policy (M.E.L.P.), Master of Music (M.M.), Master of Professional Accountancy (M.P.A.), Master of Public Administration (M.P.A.), Master of Public Health (M.P.H.), Master of Science (M.S.), Master of Science in Administration (M.S.A.), Master of Social Work (M.S.W.), Transitional Doctorate in Physical Therapy (t D.P.T.). Certificates in related fields.~~

**F. RESEARCH AND ECONOMIC DEVELOPMENT**

The Carnegie Classification of Doctoral/High Research Activity designate USD as an institution providing comprehensive graduate programming as part of their research activities. This designation includes offering a breadth of fields, both in professional practice and research-focused programming, at the doctoral level. USD's basic and applied research and creative scholarly activities support a vibrant South Dakota economy, including research support for state and regional economic development initiatives.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR March 1991; BOR October 1992; BOR December 1993; BOR May 1996; BOR December 2001; BOR December 2003; BOR October 2019; BOR October 2022.



## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual



**SUBJECT:** University of South Dakota Mission Statement

**NUMBER:** 1:10:1

---

#### **A. PURPOSE**

The South Dakota Board of Regents regards the research universities of South Dakota as valuable contributors to the state's system of higher education. Research universities offer a broad array of undergraduate, graduate, and professional programs and are characterized as doctoral granting with a Carnegie Classification of very high or high research activity.

Universities operating within this sector are nationally recognized research institutions with significant commitments to the receipt of external funding. In addition, research universities promote the research activities of their faculty, staff, and students. The Board of Regents recognizes that research universities have unique characteristics within the South Dakota system of higher education.

The principles outlined in this policy serve as overarching directions for research universities reflecting efficient and effective roles in scholarly research and economic development. In addition, research university functions align with Board of Regents strategies to advance student access, affordability, degree completion rates, and quality education.

#### **B. DEFINITIONS**

1. **Board of Regents:** Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13- 49 through § 13-53 provides the authority to govern academic programming.
2. **Institution:** Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
3. **Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).
4. **Carnegie Classification:** A classification given to a university or college. The Carnegie Classification of Institutions of Higher Education provides a framework for recognizing and describing institutional diversity in the United States.

5. **Doctoral University – High Research Activity:** USD has a Carnegie Classification of doctoral university/high research activity. This classification includes institutions that awarded at least 20 research/scholarship doctoral degrees during the update year and institutions with below 20 research/scholarship doctoral degrees that awarded at least 30 professional practice doctoral degrees in at least two (2) programs.

### **C. STATUTORY MISSION**

1. The legislature established the statutory mission of the University of South Dakota under SDCL 13-57-1 as:

Designated as South Dakota's Liberal Arts University, the University of South Dakota, established and located at Vermillion, in Clay County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.

2. The legislature established, in addition under SDCL 13-57-3.1, the University of South Dakota School of Medicine:

There is hereby created at the University of South Dakota a family practice oriented four-year M.D. degree granting school of medicine which shall be under the control of the Board of Regents.

3. The legislature recognized under SDCL 13-57-3.2 the University of South Dakota as a division of Indian studies:

The Legislature hereby recognizes the center for Indian studies which is a division of the University of South Dakota and is under the control of the Board of Regents. The purposes of the center for Indian studies are to provide persons of Indian descent with educational opportunities both on and off the campus of the University of South Dakota and to provide to all persons the opportunity to research and study the history, culture, and language of the Indians of North America and South Dakota.

### **D. UNIVERSITY OF SOUTH DAKOTA ORGANIZATIONAL STRUCTURE**

University of South Dakota (USD), being the first postsecondary university in the Dakotas (1862), known as the flagship university with a comprehensive statutory portfolio. USD understands its identity and responsibility to ensure full implementation of teaching and learning; research, scholarship, and creative activity; and service and outreach.

USD has fundamental units serving the state of South Dakota:

1. **Main Campus (Vermillion):** The University of South Dakota's main campus in Vermillion is the state's oldest postsecondary institution. The campus primarily serves residential students in undergraduate, professional, and graduate programs. The campus

includes the College of Arts & Sciences, Beacom School of Business, School of Health Sciences, School of Education, and College of Fine Arts.

2. Sanford School of Medicine: The Sanford School of Medicine is the only public medical school in South Dakota. The school provides nationally recognized medical education and research with an emphasis on rural medicine.
3. Knudson School of Law: The Knudson School of Law is the only public law school in South Dakota. The school prepares lawyers and judges for the federal, state, and American Indian justice systems.
4. University of South Dakota – Sioux Falls: USD-Sioux Falls (USD-SF) is a non-residential satellite site of USD specifically connected to the health sciences hub including nursing, social work, nurse anesthesia practice, center for the prevention of child maltreatment, and center for rural health improvement. In addition, USD-SF will also provide offering toward educational and business career pathways and other workforce needed programs as approved.
5. Discovery District and GEAR Center: The Discovery District and the Graduate Education and Applied Research (GEAR) Center exist as part of a public/private research park in Sioux Falls.

#### **E. ACADEMIC CURRICULUM AND CREDENTIALS**

USD is statutorily authorized to offer academic programs in the liberal arts and sciences and education and is also authorized by statute to offer business, fine arts, law, and medical education. USD has the authority to credential certificates, associate degrees, baccalaureate degrees, master's degrees and doctoral degrees provided formal approval by the Board of Regents. The Board of Regents may authorize academic programs outside of the statutory mission as identified by the Regents due to workforce needs, strategic needs of the state, etc. All program requests must comply with BOR Policy 2:23 and 2:23.1.

#### **F. RESEARCH AND ECONOMIC DEVELOPMENT**

The Carnegie Classification of Doctoral/High Research Activity designates USD as an institution providing comprehensive graduate programming as part of their research activities. This designation includes offering a range of fields, both in professional practice and research-focused programming, at the doctoral level. USD's basic and applied research and creative scholarly activities support a vibrant South Dakota economy, including research support for state and regional economic development initiatives.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR March 1991; BOR October 1992; BOR December 1993; BOR May 1996; BOR December 2001; BOR December 2003; BOR October 2019; BOR October 2022.



## RESEARCH RESPONSIBILITY

The University of South Dakota promotes the research activities of their faculty, staff and students. Research universities have unique characteristics within the South Dakota system of higher education and are expected to generate significant extramural funding to support their research efforts.

USD has competitively funded research foci for neuroscience, basic biomedical science, ecology, materials chemistry, and physics.

## SIGNIFICANT PARTNERSHIPS

### SANFORD SCHOOL OF MEDICINE

The Sanford School of Medicine is the only public medical school in South Dakota. The school provides nationally recognized medical education and research with an emphasis on rural medicine.

### KNUDSON SCHOOL OF LAW

The Knudson School of Law is the only public law school in South Dakota. The school prepares lawyers and judges for the federal, state, and American Indian justice systems.

### UNIVERSITY OF SOUTH DAKOTA – SIOUX FALLS

USD-Sioux Falls (USD-SF) is a non-residential satellite site of USD specifically connected to the health sciences hub including nursing, social work, nurse anesthesia practice, center for the prevention of child maltreatment, and center for rural health improvement. In addition, USD-SF offers educational and business career pathways and other workforce needed programs as approved.

### DISCOVERY DISTRICT AND GEAR CENTER

The Discovery District and the Graduate Education and Applied Research (GEAR) Center exist as part of a public/private research park in Sioux Falls.

## ABOUT

**THE UNIVERSITY OF SOUTH DAKOTA (USD) IS A RESEARCH UNIVERSITY OFFERING VARIOUS UNDERGRADUATE, GRADUATE, AND PROFESSIONAL PROGRAMS, INCLUDING ABUNDANT RESEARCH OPPORTUNITIES.** USD's basic and applied research and creative scholarly activities support a vibrant South Dakota economy, including analytical support for state and regional economic development initiatives.

The University of South Dakota's main campus in Vermillion is the state's oldest postsecondary institution and serves as the flagship of the state university system. The campus includes the College of Arts & Sciences, Beacom School of Business, School of Health Sciences, School of Education, and College of Fine Arts.

USD is the only university in South Dakota to offer professional degree programs in law, audiology, physical therapy, occupational therapy, physician assistant studies, and medicine.

**ENROLLMENT: 9,464**

**RESIDENT STUDENTS: 6,309 | NONRESIDENT STUDENTS: 3,155**

## TOP GRADUATING PROGRAMS

**UNDERGRADUATE DEGREES: 1,350 | GRADUATE DEGREES: 768**

NURSING	1
BUSINESS ADMINISTRATION	2
HEALTH SCIENCES	3
SOCIAL WORK	4
KINESIOLOGY/ SPORTS MANAGEMENT	5







## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual



**SUBJECT:** South Dakota State University Mission Statement

**NUMBER:** 1:10:2

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#### A. PURPOSE

~~To comply with provisions of Board Policy 1:10 requiring the South Dakota State University mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.~~

The South Dakota Board of Regents regards the research universities of South Dakota as valuable contributors to the state's system of higher education. Research universities offer a broad array of undergraduate, graduate, and professional programs and are characterized as doctoral granting with a Carnegie Classification of very high or high research activity.

Universities operating within this sector are nationally recognized research institutions with significant commitments to the receipt of external funding. In addition, research universities promote the research activities of their faculty, staff, and students. The Board of Regents recognizes that research universities have unique characteristics within the South Dakota system of higher education.

The principles outlined in this policy serve as overarching directions for research universities reflecting efficient and effective roles in scholarly research and economic development. In addition, research university functions align with Board of Regents strategies to advance student access, affordability, degree completion rates, and quality education.

#### B. DEFINITIONS

1. **Board of Regents:** Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13- 49 through § 13-53 provides the authority to govern academic programming.
2. **Institution:** Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
3. **Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).

4. **Carnegie Classification:** A classification given to a university or college. The Carnegie Classification of Institutions of Higher Education provides a framework for recognizing and describing institutional diversity in the United States.
5. **Doctoral University – High Research Activity:** SDSU has a Carnegie Classification of doctoral university/high research activity. This classification includes institutions that awarded at least 20 research/scholarship doctoral degrees during the update year and institutions with below 20 research/scholarship doctoral degrees that awarded at least 30 professional practice doctoral degrees in at least two (2) programs.
6. **Land-grant Organization:** A land-grant college or university is an institution that has been designated by its state legislature or Congress to receive the benefits of the Morrill Acts of 1862, 1890, and 1994. A key component of the land-grant system is the agricultural experiment station program created by the Hatch Act of 1887 and the cooperative extensions service created by the Smith-Lever Act of 1914.

### **C. POLICY-STATUTORY MISSION**

1. The legislature established the statutory mission of South Dakota State University under SDCL 13-58-1 as:  
Designated as South Dakota's Land-grant University, South Dakota State University, formerly the State College of Agriculture and Mechanical Arts, located at Brookings, in Brookings County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.
2. **The legislature established the Agriculture Experiment Station in connection with South Dakota State University under SDCL 13-58-11 as:**  
**The agricultural experiment station in connection with the South Dakota State University for the purpose of conducting experiments in agriculture, according to the terms of section 1 of an act of Congress, approved March 2, 1887, and entitled "An Act to establish agricultural experiment stations in connection with the colleges established in the several states, under the provisions of an act approved July 2, 1862, and of the acts supplementary thereto," heretofore established, shall continue as such and be and remain under the control of the Board of Regents.**
3. **The legislator established the Cooperative Extension Service to be maintained by South Dakota State University under SDCL 13-54-1 as:**  
**The provisions of an act of Congress entitled, "An Act to establish agricultural extension departments in connection with agricultural colleges in the several states receiving the benefits of an act of Congress," having been accepted by this state, the Board of Regents is authorized and directed to maintain at South Dakota State University an extension department for the purpose of giving instruction and demonstration in agriculture and home economics to persons not attending such university.**

4. The legislator established the Animal Disease Research and Diagnostic Laboratory to be maintained by South Dakota State University under SDCL 13-58-13 as:

The State Animal Disease Research and Diagnostic Laboratory is hereby established and shall be maintained at South Dakota State University under the supervision and direction of the State Board of Regents.

#### **D. SOUTH DAKOTA STATE UNIVERSITY ORGANIZATIONAL STRUCTURE**

South Dakota State University (SDSU) was granted the responsibility to serve as the State of South Dakota's land-grant institution of higher education through the federal enabling act of statehood in 1889. With this responsibility came the expectation to collaborate and partner with other land-grant universities throughout the United States to ensure groundbreaking discoveries and technologies positively impacting society.

SDSU understands its identity and responsibility as the state's land-grant university. This understanding extends to the tripartite mission of the 1862 Morrill Act with responsibility for teaching and learning; research, scholarship, and creative activity; and service and outreach.

SDSU has fundamental units serving the state of South Dakota:

1. **Main Campus (Brookings):** South Dakota State University's main campus in Brookings is the states land-grant university. The SDSU mission statement is grounded in the tripartite mission of teaching and learning at the undergraduate and graduate levels; research, scholarship, and creative activity; and service and outreach. The campus primarily serves residential students in undergraduate, professional, and graduate programs. The campus includes the College of Agriculture, Food & Environmental Sciences, College of Arts, Humanities, & Social Sciences, College of Education & Human Sciences, College of Natural Sciences, College of Nursing, College of Pharmacy & Allied Health Professionals, and the Jerome J. Lohr College of Engineering.
2. **Agricultural Experiment Station (Statewide):** SDSU's research mission is to find solutions to current problems surround the environment, food production, nutrition, and economics, as well as identify opportunities for the future. The new knowledge created from our research enhances the quality of life in South Dakota through the beneficial use and development of human, economic and natural resources. Our research mission is one of the cornerstones of a land grant university. In addition to enhancing the quality of life in our state, our research directly supports the teaching programs offered by the College of Agriculture, Food and Environmental Sciences, the College of Education & Human Sciences, the College of Arts, Humanities and Social Sciences, the College of Natural Sciences, and the educational programs delivered by SDSU Extension.
3. **Cooperative Extension (Statewide):** As a cornerstone of SDSU's land-grant university mission, SDSU Extension empowers citizens to be more competitive and successful in our growing global economy through education and technical training or assistance. Its' purpose is to foster a learning community environment that empowers citizens to advocate for sustainable change that will strengthen agriculture, natural resources, youth, families, and the communities of South Dakota.

#### 4. Board of Regents Implementation of Statutory Mission

The Board recognizes South Dakota State University's mission as:

~~To offer a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of life in South Dakota, the region, the nation and the world.~~

~~The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.~~

~~South Dakota State University facilitates the transference of knowledge through the Cooperative Extension Service with a presence in every county and through other entities, especially to serve the citizens of South Dakota.~~

~~South Dakota State University is unique within the South Dakota System of Higher Education because of its comprehensive land grant mission. The mission is implemented through integrated programs of instruction, the Cooperative Extension Service, the Agricultural Experiment Station, and numerous auxiliary and laboratory services.~~

~~South Dakota State University is approved to offer programs and courses online through the Internet.~~

#### E. ACADEMIC CURRICULUM AND CREDENTIALS

SDSU is statutorily authorized to offer academic programs in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing, and pharmacy. SDSU has the authority to credential certificates, associate degrees, baccalaureate degrees, master's degrees and doctoral degrees provided formal approval by the Board of Regents. The Board of Regents may authorize academic programs outside of the statutory mission as identified by the Regents due to workforce needs, strategic needs of the state, etc. All program requests must comply with BOR Policy 2:23 and 2:23.1.

~~The following curriculum is approved for the university:~~

##### ~~1.1. Undergraduate Major Level Curriculum~~

~~Agricultural and Food Sciences, American Indian and Indigenous Studies, Apparel Merchandising, the Arts, Architecture, Aviation, Computer Science (in accordance with SDCL 13-59-2.2), Construction and Manufacturing, Consumer Affairs, Education, Engineering, Entrepreneurship, Exercise Science, Fine and Performing Arts, General Studies, Health Sciences, Human Sciences, Humanities, Liberal Arts, Management (non-business fields), Mathematics, Natural Resources, Nursing, Pharmacy, Physical/Biological/Environmental Sciences, Social Sciences, Sport Media and Administration, and Technology.~~

##### ~~1.2. Master's Level Curriculum~~

~~Agricultural Sciences, Architecture, Athletic Training, Computer Science, Education, Engineering, Human Sciences, Humanities, Liberal Arts, Mathematics and Statistics, Nursing, Operations Management, Physical and Biological Sciences, Public Health, and Social Sciences.~~

### ~~1.3. Doctoral Level Curriculum~~

~~Agricultural Sciences, Engineering, Nursing, Human Sciences, Pharmacy and Pharmaceutical Sciences, Physical and Biological Sciences, and Social Sciences.~~

## **2. Authorized Degrees**

### ~~2.1. Undergraduate Degrees~~

~~Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of General Studies (B.G.S.), Bachelor of Landscape Architecture (B.L.A.), Bachelor of Music Education (B.M.E.), and Bachelor of Science (B.S.). Certificates in related fields.~~

### ~~2.2. Graduate Degrees~~

~~Doctor of Nursing Practice (D.N.P.), Doctor of Pharmacy (Pharm.D.), Doctor of Philosophy (Ph.D.), Master of Architecture (M.Arch.), Master of Arts (M.A.), Master of Education (M.Ed.), Master of Engineering (M.Eng.), Master of Mass Communication (M.M.C.), Master of Public Health (M.P.H.), Master of Science (M.S.). Certificates in related fields.~~

## **F. RESEARCH AND ECONOMIC DEVELOPMENT**

As part of its land-grant mission, SDSU has a robust research enterprise including, but not limited to, the South Dakota Agricultural Experiment Station and SDSU Extension, which provides a connection for scientists and South Dakota residents, taxpayers, and producers. SDSU is strongly committed to extending the research discovery and best practices to producers and consumers across the state and region.

Public university research and innovations feed growth and resiliency in South Dakota's economy. The state of South Dakota's land-grant university mission drives real solutions to dynamic challenges through research-based discovery and innovation. High quality, leading-edge university research programs also develop a knowledge-based workforce. University faculty engaged in research, scholarship and creative activity best serve our students as they are current and informed in their evolving discipline resulting in a high-quality educational experience for all students. Undergraduate students participating in rigorous land-grant university research gain experiential learning that differentiates them in the marketplace. Graduate students in land-grant university research laboratories gain hands-on research experience and leadership skills they use to drive innovation in the private and public sectors. SDSU's fundamental assets for fulfilling its land-grant research mission are stable, talented faculty and modern, reliable facilities and specialized equipment.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR March 1991; BOR May 1996; BOR December 2003; BOR May 2011; BOR October 2019.;  
[BOR October 2022.](#)



## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual



**SUBJECT:** South Dakota State University Mission Statement

**NUMBER:** 1:10:2

---

#### **A. PURPOSE**

The South Dakota Board of Regents regards the research universities of South Dakota as valuable contributors to the state's system of higher education. Research universities offer a broad array of undergraduate, graduate, and professional programs and are characterized as doctoral granting with a Carnegie Classification of very high or high research activity.

Universities operating within this sector are nationally recognized research institutions with significant commitments to the receipt of external funding. In addition, research universities promote the research activities of their faculty, staff, and students. The Board of Regents recognizes that research universities have unique characteristics within the South Dakota system of higher education.

The principles outlined in this policy serve as overarching directions for research universities reflecting efficient and effective roles in scholarly research and economic development. In addition, research university functions align with Board of Regents strategies to advance student access, affordability, degree completion rates, and quality education.

#### **B. DEFINITIONS**

1. **Board of Regents:** Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13- 49 through § 13-53 provides the authority to govern academic programming.
2. **Institution:** Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
3. **Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).
4. **Carnegie Classification:** A classification given to a university or college. The Carnegie Classification of Institutions of Higher Education provides a framework for recognizing and describing institutional diversity in the United States.
5. **Doctoral University – High Research Activity:** SDSU has a Carnegie Classification of doctoral university/high research activity. This classification includes institutions that awarded at least 20 research/scholarship doctoral degrees during the update year and

institutions with below 20 research/scholarship doctoral degrees that awarded at least 30 professional practice doctoral degrees in at least two (2) programs.

6. **Land-grant Organization:** A land-grant college or university is an institution that has been designated by its state legislature or Congress to receive the benefits of the Morrill Acts of 1862, 1890, and 1994. A key component of the land-grant system is the agricultural experiment station program created by the Hatch Act of 1887 and the cooperative extensions service created by the Smith-Level Act of 1914.

### C. STATUTORY MISSION

1. The legislature established the statutory mission of South Dakota State University under SDCL 13-58-1 as:  
Designated as South Dakota's Land-grant University, South Dakota State University, formerly the State College of Agriculture and Mechanical Arts, located at Brookings, in Brookings County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.
2. The legislature established the Agriculture Experiment Station in connection with South Dakota State University under SDCL 13-58-11 as:  
The agricultural experiment station in connection with the South Dakota State University for the purpose of conducting experiments in agriculture, according to the terms of section 1 of an act of Congress, approved March 2, 1887, and entitled "An Act to establish agricultural experiment stations in connection with the colleges established in the several states, under the provisions of an act approved July 2, 1862, and of the acts supplementary thereto," heretofore established, shall continue as such and be and remain under the control of the Board of Regents.
3. The legislator established the Cooperative Extension Service to be maintained by South Dakota State University under SDCL 13-54-1 as:  
The provisions of an act of Congress entitled, "An Act to establish agricultural extension departments in connection with agricultural colleges in the several states receiving the benefits of an act of Congress," having been accepted by this state, the Board of Regents is authorized and directed to maintain at South Dakota State University an extension department for the purpose of giving instruction and demonstration in agriculture and home economics to persons not attending such university.
4. The legislator established the Animal Disease Research and Diagnostic Laboratory to be maintained by South Dakota State University under SDCL 13-58-13 as:  
The State Animal Disease Research and Diagnostic Laboratory is hereby established and shall be maintained at South Dakota State University under the supervision and direction of the State Board of Regents.



#### **D. SOUTH DAKOTA STATE UNIVERSITY ORGANIZATIONAL STRUCTURE**

South Dakota State University (SDSU) was granted the responsibility to serve as the State of South Dakota's land-grant institution of higher education through the federal enabling act of statehood in 1889. With this responsibility came the expectation to collaborate and partner with other land-grant universities throughout the United States to ensure groundbreaking discoveries and technologies positively impacting society.

The responsibility for SDSU as the state's land-grant university is a tripartite mission of the 1862 Morrill Act with responsibility for teaching and learning; research, scholarship, and creative activity; and service and outreach.

SDSU has fundamental units serving the state of South Dakota:

- 1. Main Campus (Brookings):** South Dakota State University's main campus in Brookings is the state's land-grant university. The SDSU mission statement is grounded in the tripartite mission of teaching and learning at the undergraduate and graduate levels; research, scholarship, and creative activity; and service and outreach. The campus primarily serves residential students in undergraduate, professional, and graduate programs. The campus includes the College of Agriculture, Food & Environmental Sciences, College of Arts, Humanities, & Social Sciences, College of Education & Human Sciences, College of Natural Sciences, College of Nursing, College of Pharmacy & Allied Health Professionals, and the Jerome J. Lohr College of Engineering.
- 2. Agricultural Experiment Station (Statewide):** SDSU's research mission is to find solutions to current problems surround the environment, food production, nutrition, and economics, as well as identify opportunities for the future. The new knowledge created from our research enhances the quality of life in South Dakota through the beneficial use and development of human, economic and natural resources. The station's research mission is one of the cornerstones of a land grant university. In addition to enhancing the quality of life in our state, our research directly supports the teaching programs offered by the College of Agriculture, Food and Environmental Sciences, the College of Education & Human Sciences, the College of Arts, Humanities and Social Sciences, the College of Natural Sciences, and the educational programs delivered by SDSU Extension.
- 3. Cooperative Extension (Statewide):** As a cornerstone of SDSU's land-grant university mission, SDSU Extension empowers citizens to be more competitive and successful in the growing global economy through education and technical training or assistance. Its purpose is to foster a learning community environment that empowers citizens to advocate for sustainable change that will strengthen agriculture, natural resources, youth, families, and the communities of South Dakota.

#### **E. ACADEMIC CURRICULUM AND CREDENTIALS**

SDSU is statutorily authorized to offer academic programs in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing, and pharmacy. SDSU has the authority to credential certificates, associate degrees, baccalaureate degrees, master's degrees and doctoral degrees provided formal approval by the Board of

Regents. The Board of Regents may authorize academic programs outside of the statutory mission as identified by the Regents due to workforce needs, strategic needs of the state, etc. All program requests must comply with BOR Policy 2:23 and 2:23.1.

#### **F. RESEARCH AND ECONOMIC DEVELOPMENT**

As part of its land-grant mission, SDSU has a robust research enterprise including, but not limited to, the South Dakota Agricultural Experiment Station and SDSU Extension, which provides a connection for scientists and South Dakota residents, taxpayers, and producers. SDSU is strongly committed to extending the research discovery and best practices to producers and consumers across the state and region.

Public university research and innovations feed growth and resiliency in South Dakota's economy. The state of South Dakota's land-grant university mission drives real solutions to dynamic challenges through research-based discovery and innovation. High quality, leading-edge university research programs also develop a knowledge-based workforce. University faculty engaged in research, scholarship and creative activity best serve our students as they are current and informed in their evolving discipline resulting in a high-quality educational experience for all students. Undergraduate students participating in rigorous land-grant university research gain experiential learning that differentiates them in the marketplace. Graduate students in land-grant university research laboratories gain hands-on research experience and leadership skills they use to drive innovation in the private and public sectors. SDSU's fundamental assets for fulfilling its land-grant research mission are stable, talented faculty and modern, reliable facilities and specialized equipment.

#### **FORMS / APPENDICES:**

None

#### **SOURCE:**

BOR March 1991; BOR May 1996; BOR December 2003; BOR May 2011; BOR October 2019; BOR October 2022.



## RESEARCH RESPONSIBILITY

As part of its land-grant mission, SDSU has a robust research enterprise including, but not limited to, the South Dakota Agricultural Experiment Station and SDSU Extension, which provides a connection for scientists and South Dakota residents, taxpayers, and producers. SDSU is strongly committed to extending the research discovery and best practices to producers and consumers across the state and region.

Students participate in rigorous land-grant university research to gain hands-on research experience and develop leadership skills to drive innovation in the private and public sectors.

## SIGNIFICANT PARTNERSHIPS

### AGRICULTURAL EXPERIMENT STATION (STATEWIDE)

SDSU's research mission is to find solutions to current problems surround the environment, food production, nutrition, and economics, as well as identify opportunities for the future. In addition to enhancing the quality of life in our state, our research directly supports the teaching programs offered by the College of Agriculture, Food and Environmental Sciences, the College of Education & Human Sciences, the College of Arts, Humanities and Social Sciences, the College of Natural Sciences, and the educational programs delivered by SDSU Extension.

### COOPERATIVE EXTENSION (STATEWIDE)

As a cornerstone of SDSU's land-grant university mission, SDSU Extension empowers citizens to be more competitive and successful in our growing global economy through education and technical training or assistance. Its' purpose is to foster a learning community environment that empowers citizens to advocate for sustainable change that will strengthen agriculture, natural resources, youth, families, and the communities of South Dakota.

## ABOUT

**SOUTH DAKOTA STATE UNIVERSITY (SDSU) IS A RESEARCH UNIVERSITY OFFERING VARIOUS UNDERGRADUATE, GRADUATE, AND PROFESSIONAL PROGRAMS, INCLUDING ABUNDANT RESEARCH OPPORTUNITIES.** SDSU's basic and applied research and creative scholarly activities support a vibrant South Dakota economy, including analytical support for state and regional economic development initiatives.

SDSU is designated as South Dakota's Land-grant University and is challenged to drive real solutions to dynamic challenges through research-based discovery and innovation. SDSU's fundamental assets for fulfilling its land-grant research mission are stable, talented faculty and modern, reliable facilities and specialized equipment.

Located in Brookings, SDSU provides undergraduate and graduate programs in liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing, and pharmacy.

**ENROLLMENT: 11,465**

**RESIDENT STUDENTS: 6,411 | NONRESIDENT STUDENTS: 5,054**

### TOP GRADUATING PROGRAMS

**UNDERGRADUATE DEGREES: 2,070 | GRADUATE DEGREES: 454**

AGRICULTURE	1
NURSING	2
ENGINEERING	3
EDUCATION	4
HEALTHCARE	5





## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual



**SUBJECT:** South Dakota School of Mines and Technology Mission Statement

**NUMBER:** 1:10:3

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#### **A. PURPOSE**

~~To comply with provisions of Board Policy 1:10 requiring the South Dakota School of Mines and Technology mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.~~

The South Dakota Board of Regents regards the special focus universities of South Dakota as valuable contributors to the state's system of higher education. Special focus universities have a high concentration of degrees in a single field or set of related fields. Special focus universities offer master's and doctoral programs within their special focus area.

Universities operating within this sector are nationally recognized to promote research activities of their faculty, staff, and students. The Board of Regents recognizes that special focus universities have unique characteristics within the South Dakota system of higher education.

The principles outlined in this policy serve as overarching directions for special focus universities reflecting efficient and effective roles in scholarly research and economic development. In addition, special focus university functions align with the Board of Regents strategies to advance student access, affordability, degree completion rates, and quality education.

#### **B. DEFINITIONS**

- 1. Board of Regents:** Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13- 49 through § 13-53 provides the authority to govern academic programming.
- 2. Institution:** Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
- 3. Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).

4. **Carnegie Classification:** A classification given to a university or college. The Carnegie Classification of Institutions of Higher Education provides a framework for recognizing and describing institutional diversity in the United States.
5. **Special Focus University:** SDSMT has a Carnegie Classification of special focus. This classification includes institutions that offer a high concentration of degrees in a single field or related fields. SDSMT is designated as a special focus in the engineering fields.

### **C. POLICY-STATUTORY MISSION**

1. The legislature established the statutory mission of the South Dakota School of Mines and Technology under SDCL 13-60-1 as:  

The South Dakota School of Mines and Technology, formerly the State School of Mines, located at Rapid City, in Pennington County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in engineering and the natural sciences and other courses or programs as the Board of Regents may determine.
2. The legislature established the Mining Experiment Station under the South Dakota School of Mines and Technology under SDCL 13-60-4 as:  

The mining experiment station heretofore established at Rapid City as a department of the South Dakota School of Mines and Technology shall be under the control of the Board of Regents.
3. The legislature established the Museum of Geology and Paleontology under the South Dakota School of Mines and Technology under SDCL 13-60-8 as:  

The museum at the South Dakota School of Mines and Technology, Rapid City, South Dakota, shall be administered as a unit of the South Dakota School of Mines and Technology and shall be known as the museum of geology and paleontology. The purpose of the museum shall be to collect, interpret, and display the rocks, minerals, and fossils that are characteristic of South Dakota and North America.

#### **Board of Regents Implementation of Statutory Mission**

~~The Board recognizes the South Dakota School of Mines and Technology's mission as:~~

~~To educate scientists and engineers to address global challenges, innovate to reach our creative potential, and engage in partnerships to transform society.~~

~~The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.~~

~~The South Dakota School of Mines and Technology is the technological university within the South Dakota System of Higher Education.~~

~~South Dakota School of Mines and Technology is approved to offer programs and courses online through the Internet.~~

## **D. SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY ORGANIZATIONAL STRUCTURE**

**Main Campus (Rapid City):** The South Dakota School of Mines and Technology's (SDSMT) main campus located in Rapid City primarily serves residential students in undergraduate, professional, and graduate programs. The campus includes the departments of Chemistry, Biology, and Health Sciences, Civil and Environmental Engineering, Computer Science and Engineering, Electrical Engineering, Geology and Geological Engineering, Humanities and Social Sciences, Industrial Engineering, Materials and Metallurgical Engineering, Mathematics, Mechanical Engineering, Mining Engineering and Management, Nanoscience and Nanoengineering, and Physics.

## **E. ACADEMIC CURRICULUM AND CREDENTIALS Curriculum**

SDSMT is statutorily authorized to offer academic programs is authorized by statute to offer engineering and natural sciences. SDSMT has the authority to credential certificates, associate degrees, baccalaureate degrees, master's degrees and doctoral degrees provided formal approval by the Board of Regents. The Board of Regents may authorize academic programs outside of the statutory mission as identified by the Regents due to workforce needs, strategic needs of the state, etc. All program requests must comply with BOR Policy 2:23 and 2:23.1.

The following curriculum is approved for the university:

### 1.1. Undergraduate Major Level Curriculum

Computer Science (in accordance with SDCL 13-59-2.2), Engineering, Entrepreneurship, Physical and Natural Sciences, Mathematics, and Technology.

### 1.2. Master's Level Curriculum

Engineering, Paleontology, Physical/Natural/Atmospheric Sciences, and Technology.

### 1.3. Doctoral Level Curriculum

Engineering, Physical/Natural/Atmospheric Sciences, and Technology.

## **2. Authorized Degrees**

### 2.1. Undergraduate Degrees

Associate of Arts (A.A.) and Bachelor of Science (B.S.). Certificates in related fields.

### 2.2. Graduate Degrees

Doctor of Philosophy (Ph.D.), Master of Engineering (M.Eng.), and Master of Science (M.S.). Certificates in related fields.

## **F. RESEARCH AND ECONOMIC DEVELOPMENT**

Special research focus universities in South Dakota perform a wide range of research initiatives. While South Dakota School of Mines and Technology has an emphasis in the areas of Engineering and the Sciences; their research provides the maximum opportunity to students seeking to study with top researchers and pursue careers in science and engineering. This is most important for those students pursuing graduate education. Regionally located in western

South Dakota provides a unique hub where South Dakota School of Mines and Technology and South Dakota State University (regionally located in eastern South Dakota) complement each other in Engineering and Science. Collaborative partnerships continue to evolve between the special focus universities and the research universities. This research pierces the boundaries in generating new innovative ideas. In addition to providing graduate student experience, research is a critical driver of both innovation and economic development. Working together with business and industry in the Rapid City and western region of South Dakota, South Dakota School of Mines and Technology will foster continued research in South Dakota, economic development in South Dakota, and innovation throughout the United States.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR March 1991; BOR May 1996; BOR December 2003; BOR October 2019; BOR October 2022.





## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual



**SUBJECT:** South Dakota School of Mines and Technology Mission Statement

**NUMBER:** 1:10:3

---

#### **A. PURPOSE**

The South Dakota Board of Regents regards the special focus universities of South Dakota as valuable contributors to the state's system of higher education. Special focus universities have a high concentration of degrees in a single field or set of related fields. Special focus universities offer master's and doctoral programs within their special focus area.

Universities operating within this sector are nationally recognized to promote research activities of their faculty, staff, and students. The Board of Regents recognizes that special focus universities have unique characteristics within the South Dakota system of higher education.

The principles outlined in this policy serve as overarching directions for special focus universities reflecting efficient and effective roles in scholarly research and economic development. In addition, special focus university functions align with the Board of Regents strategies to advance student access, affordability, degree completion rates, and quality education.

#### **B. DEFINITIONS**

1. **Board of Regents:** Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13- 49 through § 13-53 provides the authority to govern academic programming.
2. **Institution:** Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
3. **Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).
4. **Carnegie Classification:** A classification given to a university or college. The Carnegie Classification of Institutions of Higher Education provides a framework for recognizing and describing institutional diversity in the United States.



5. **Special Focus University:** SDSMT has a Carnegie Classification of special focus. This classification includes institutions offer a high concentration of degrees in a single field or related fields. SDSMT is designated as a special focus in the engineering fields.

### **C. STATUTORY MISSION**

1. The legislature established the statutory mission of the South Dakota School of Mines and Technology under SDCL 13-60-1 as:  
 The South Dakota School of Mines and Technology, formerly the State School of Mines, located at Rapid City, in Pennington County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in engineering and the natural sciences and other courses or programs as the Board of Regents may determine.
2. The legislature established the Mining Experiment Station under the South Dakota School of Mines and Technology under SDCL 13-60-4 as:  
 The mining experiment station heretofore established at Rapid City as a department of the South Dakota School of Mines and Technology shall be under the control of the Board of Regents.
3. The legislature established the Museum of Geology and Paleontology under the South Dakota School of Mines and Technology under SDCL 13-60-8 as:  
 The museum at the South Dakota School of Mines and Technology, Rapid City, South Dakota, shall be administered as a unit of the South Dakota School of Mines and Technology and shall be known as the museum of geology and paleontology. The purpose of the museum shall be to collect, interpret, and display the rocks, minerals, and fossils that are characteristic of South Dakota and North America.

### **D. SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY ORGANIZATIONAL STRUCTURE**

**Main Campus (Rapid City):** The South Dakota School of Mines and Technology's (SDSMT) main campus located in Rapid City primarily serves residential students in undergraduate, professional, and graduate programs. The campus includes the departments of Chemistry, Biology, and Health Sciences, Civil and Environmental Engineering, Computer Science and Engineering, Electrical Engineering, Geology and Geological Engineering, Humanities and Social Sciences, Industrial Engineering, Materials and Metallurgical Engineering, Mathematics, Mechanical Engineering, Mining Engineering and Management, Nanoscience and Nanoengineering, and Physics.

### **E. ACADEMIC CURRICULUM AND CREDENTIALS**

SDSMT is statutorily authorized to offer academic programs is authorized by statute to offer engineering and natural sciences. SDSMT has the authority to credential certificates, associate degrees, baccalaureate degrees, master's degrees and doctoral degrees provided formal approval by the Board of Regents. The Board of Regents may authorize academic programs

outside of the statutory mission as identified by the Regents due to workforce needs, strategic needs of the state, etc. All program requests must comply with BOR Policy 2:23 and 2:23.1.

#### **F. RESEARCH AND ECONOMIC DEVELOPMENT**

Special research focus universities in South Dakota perform a wide range of research initiatives. While South Dakota School of Mines and Technology has an emphasis in the areas of Engineering and the Sciences; their research provides the maximum opportunity to students seeking to study with top researchers and pursue careers in science and engineering. This is most important for those students pursuing graduate education. Regionally located in western South Dakota provides a unique hub where South Dakota School of Mines and Technology and South Dakota State University (regionally located in eastern South Dakota) complement each other in Engineering and Science. Collaborative partnerships continue to evolve between the special focus universities and the research universities. This research pierces the boundaries in generating new innovative ideas. In addition to providing graduate student experience, research is a critical driver of both innovation and economic development. Working together with business and industry in the Rapid City and western region of South Dakota, South Dakota School of Mines and Technology will foster continued research in South Dakota, economic development in South Dakota, and innovation throughout the United States.

#### **FORMS / APPENDICES:**

None

#### **SOURCE:**

BOR March 1991; BOR May 1996; BOR December 2003; BOR October 2019; BOR October 2022.



**SOUTH  
DAKOTA  
MINES**



**SOUTH DAKOTA  
BOARD of  
REGENTS**

ATTACHMENT III (c) 31



## ABOUT

**THE SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY IS A SPECIAL FOCUSED UNIVERSITY WITH A HIGH CONCENTRATION IN SCIENCE AND ENGINEERING.** SD Mines

develops world-class leaders in science, technology, engineering, and mathematics (STEM) disciplines. Its purpose is to educate scientists and engineers who address global challenges, innovate others to reach their creative potential, and engage in partnerships to transform society.

SD Mines focuses on providing undergraduate and graduate programs of instruction in engineering and the natural sciences and other courses or programs. As a special focus university, SD Mines must provide competitive and intentionally innovative academic programs and research opportunities that provide graduates with solid career opportunities and a high return on investment.

**UNDERGRADUATE DEGREES: 364**

**GRADUATE DEGREES: 124**

### TOP GRADUATING PROGRAMS

- MECHANICAL ENGINEERING 1
- CIVIL ENGINEERING 2
- CHEMICAL ENGINEERING 3
- INDUSTRIAL ENGINEERING 4
- ENGINEERING MANAGEMENT 5

## STUDENTS

South Dakota School of Mines and Technology serves both traditional and non-traditional students at the undergraduate, graduate, and certificate levels. SD Mines is a residential campus, with classes offered primarily in person.

Half of the student body comes from across the state of South Dakota, with representatives from nearly every county. A significant portion of non-residents come from surrounding states and Colorado, but there are students from almost every state in the nation. In addition, international students hail from over 40 countries.

**ENROLLMENT: 2,418**

**RESIDENT STUDENTS: 1,034 | NONRESIDENT STUDENTS: 1,384**

## RESEARCH RESPONSIBILITY

The research emerging from the South Dakota School of Mines and Technology provides the maximum opportunity to students seeking to study with top researchers and pursue careers in science and engineering.

Working in partnership with business and industry in Rapid City, the western region of South Dakota, and the entire United States, Mines fosters continued research in South Dakota, statewide economic development, and innovation throughout the United States.

### PARTNERSHIP WITH SOUTH DAKOTA STATE UNIVERSITY

In western South Dakota, SD Mines provides a unique opportunity with South Dakota State University in eastern South Dakota. Collaborative partnerships in engineering and science continue to develop between the special focus and research universities. This research pierces the boundaries in generating innovative ideas.





## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual



**BLACK HILLS**  
STATE UNIVERSITY

**SUBJECT:** Black Hills State University Mission Statement

**NUMBER:** 1:10:4

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#### **A. PURPOSE**

~~To comply with provisions of Board Policy 1:10 requiring the Black Hills State University mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.~~

~~The South Dakota Board of Regents regards the regional universities of South Dakota as valuable contributors to the state's system of higher education. The regional universities serve the educational and programming needs of their geographic region and offer several undergraduate and limited master's-level programs, but no doctoral programs. The emphasis is on teaching and service with a limited focus on basic or applied research activity.~~

~~Universities operating within this sector are nationally recognized to promote access to affordable education in a regional location. The Board of Regents recognizes that regional comprehensive universities have unique characteristics within the South Dakota system of higher education.~~

~~The principles outlined in this policy serve as overarching directions for special focus universities reflecting efficient and effective roles in scholarly research and economic development. In addition, regional comprehensive universities functions align with the Board of Regents strategies to advance student access, affordability, degree completion rates, and quality education.~~

#### **B. DEFINITIONS**

- ~~1. **Board of Regents:** Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13- 49 through § 13-53 provides the authority to govern academic programming.~~
- ~~2. **Institution:** Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.~~
- ~~3. **Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).~~

4. **Carnegie Classification:** A classification given to a university or college. The Carnegie Classification of Institutions of Higher Education provides a framework for recognizing and describing institutional diversity in the United States.
5. **Master's Colleges and University:** BHSU has a Carnegie Classification of master's colleges and universities-smaller programs. This classification includes institutions that awarded at least 50 master's degrees.

### **C. POLICY-STATUTORY MISSION**

1. The legislature established the statutory mission of Black Hills State University under SDCL 13-59-1 as:  

The primary purpose of Black Hills State University, at Spearfish in Lawrence County, is the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents.
2. The legislature recognized the center for Indian studies as a division of Black Hills State University under SDCL 13-59-2.1 as:  

The Legislature hereby recognizes the center for Indian studies which is a division of Black Hills State University and is under the control of the Board of Regents. The purposes of the center for Indian studies are to provide persons of Indian descent with educational opportunities both on and off the campus of Black Hills State University and to provide to all persons the opportunity to research and study the history, culture, and language of the Indians of North America and South Dakota.

### **D. BLACK HILLS STATE UNIVERSITY ORGANIZATIONAL STRUCTURE**

**Main Campus (Spearfish):** Black Hills State University's (BHSU) main campus located in Spearfish primarily serves traditional and non-traditional students with a larger population of part-time students in the undergraduate and master's programs. A sizeable percentage of students are either first-generation, low-income students, or students balancing their education with work and family. As a smaller campus, this comprehensive regional university offers a small unique campus culture. The campus includes the departments of Biology, Elementary Education, Exercise Science, Sociology, and Business.

**BHSU-Rapid City:** BHSU-Rapid City (BHSU-RC) is a non-residential satellite site of BHSU specifically connected to the health sciences. In addition, BHSU-RC will also provide offering toward tourism and other workforce needed programs as approved.

### **E. ACADEMIC CURRICULUM AND CREDENTIALS Curriculum**

BHSU is statutorily authorized to offer academic programs in the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. BSHU has the authority to credential certificates, associate degrees, baccalaureate degrees, and master's degrees provided formal approval by

the Board of Regents. The Board of Regents may authorize academic programs outside of the statutory mission as identified by the Regents due to workforce needs, strategic needs of the state, etc. All program requests must comply with BOR Policy 2:23 and 2:23.1.

**a. Board of Regents Implementation of Statutory Mission**

~~The Board recognizes Black Hills State University's mission as:~~

~~To be a dynamic learning environment that fosters critical thinking and creative expression. We inspire students to engage in their global communities while honoring the spirit of the Black Hills.~~

~~The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.~~

~~Black Hills State University is the only multipurpose university in western South Dakota. Black Hills State University is a member of the South Dakota System of Higher Education.~~

~~Black Hills State University is the administrative lead institution at Black Hills State University Rapid City and is approved to offer programs and courses online through the Internet.~~

**b. Curriculum**

~~The following curriculum is approved for the university:~~

**i. Undergraduate Major Level Curriculum**

~~American Indian Studies, Business, Education, Entrepreneurship, Exercise Science, Fine and Performing Arts, General Studies, Human Services, Humanities, Liberal Arts, Mathematics, Physical/Biological/Environmental Sciences, Social Sciences, and Tourism and Hospitality.~~

**ii. Master's Level Curriculum**

~~Business, Education, Integrative Genomics, Strategic Leadership, and Sustainability.~~

**c. Authorized Degrees**

**i. Undergraduate Degrees**

~~Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of General Studies (B.G.S.), Bachelor of Science (B.S.), and Bachelor of Science in Education (B.S.Ed.). Certificates in related fields.~~

**ii. Graduate Degrees**

~~Master of Arts (M.A.), Master of Arts in Teaching (M.A.T.), Master of Business Administration (M.B.A.), Master of Education (M.Ed.), and Master of Science (M.S.). Certificates in related fields.~~

**F. PARTNERSHIPS COMPREHENSIVE REGIONAL UNIVERSITY**

Black Hills State University has several special partnerships with other entities resulting in established Centers or focused outreach efforts.

- 1. Sanford Underground Research Laboratory:** Through an agreement with the South Dakota Science and Technology Authority, BHSU operates an underground laboratory at SURF. This lab's mission is to serve as a user facility by contracting with other labs at SURF to detect and count neutrinos. The lab provides many opportunities for undergraduate research. In addition, BHSU's partnership with SURF has expanded to include an artist in residency program, and the Sanford Science Education Center operates through a partnership with BHSU School of Education. This partnership is visibly evident on campus through the Sanford Science Education Center located Jonus Hall.
- 2. South Dakota CEO:** This Women's Business Center is funded through the Small Business Administration and serves women entrepreneurs and small business owners throughout the state. Services include assisting with business start-up and expansions as well as general trainings and consulting services.
- 3. Crazy Horse Memorial and the Indian University of North America:** Through an MOU, BHSU serves as the credit-bearing academic partner to the Indian University of North America. Approximately 50-60 students attend special programs sponsored by Crazy Horse in the summer with courses offered by BHSU.
- 4. Ellsworth Airforce Base:** Through an MOU, BHSU is one of two universities approved to offer programs and courses on base at Ellsworth. The MOU is effective through 2025.
- 5. Black Hills State University at Rapid City:** BHSU provides administrative oversight and general operations to the higher education center in Rapid City. In addition, BHSU offers about 80% of all courses at the Center. Recently, the West River Health Science Center was approved to as a partnership between BHSU and SDSU to provide expanded nursing education to the Rapid City area.

**G. ROLE WITH SD COLLEGES AND UNIVERSITIES**

- 1. Synergy with Community and Technical Colleges:** The success of regional universities will depend on collaborative work with regional community and technical colleges. As a regional comprehensive, partnering with the technical colleges is foundational to the mission. Partnerships should include programming, dual admissions, and advising.
- 2. Synergy with Regental Universities:** As a regional comprehensive, partnering with regental institutions is essential; therefore, BHSU will build strong program partnerships with the other five (5) public universities. Program to Program agreements, collaboration with faculty and programming should be central to the mission of the regional comprehensive university.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR March 1991; BOR May 1995; BOR May 1996; BOR December 2003; BOR August 2006;  
BOR October 2019; **BOR October 2022.**





## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual



**BLACK HILLS**  
STATE UNIVERSITY

**SUBJECT:** Black Hills State University Mission Statement

**NUMBER:** 1:10:4

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#### **A. PURPOSE**

The South Dakota Board of Regents regards the regional universities of South Dakota as valuable contributors to the state's system of higher education. The regional universities serve the educational and programming needs of their geographic region and offer several undergraduate and limited master's-level programs, but no doctoral programs. The emphasis is on teaching and service with a limited focus on basic or applied research activity.

Universities operating within this sector are nationally recognized to promote access to affordable education in a regional location. The Board of Regents recognizes that regional comprehensive universities have unique characteristics within the South Dakota system of higher education.

The principles outlined in this policy serve as overarching directions for special focus universities reflecting efficient and effective roles in scholarly research and economic development. In addition, regional comprehensive universities functions align with the Board of Regents strategies to advance student access, affordability, degree completion rates, and quality education.

#### **B. DEFINITIONS**

1. **Board of Regents:** Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13- 49 through § 13-53 provides the authority to govern academic programming.
2. **Institution:** Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
3. **Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).
4. **Carnegie Classification:** A classification given to a university or college. The Carnegie Classification of Institutions of Higher Education provides a framework for recognizing and describing institutional diversity in the United States.

5. **Master's Colleges and University:** BHSU has a Carnegie Classification of master's colleges and universities-smaller programs. This classification includes institutions that awarded at least 50 master's degrees.

### **C. STATUTORY MISSION**

1. The legislature established the statutory mission of Black Hills State University under SDCL 13-59-1 as:

The primary purpose of . . . Black Hills State University, at Spearfish in Lawrence County, is the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents.

2. The legislature recognized the center for Indian studies as a division of Black Hills State University under SDCL 13-59-2.1 as:

The Legislature hereby recognizes the center for Indian studies which is a division of Black Hills State University and is under the control of the Board of Regents. The purposes of the center for Indian studies are to provide persons of Indian descent with educational opportunities both on and off the campus of Black Hills State University and to provide to all persons the opportunity to research and study the history, culture, and language of the Indians of North America and South Dakota.

### **D. BLACK HILLS STATE UNIVERSITY ORGANIZATIONAL STRUCTURE**

**Main Campus (Spearfish):** Black Hills State University's (BHSU) main campus located in Spearfish primarily serves traditional and non-traditional students with a larger population of part-time students in the undergraduate and master's programs. A sizeable percentage of students are either first-generation, low-income students, or students balancing their education with work and family. As a smaller campus, this comprehensive regional university offers a small unique campus culture. The campus includes the departments of Biology, Elementary Education, Exercise Science, Sociology, and Business.

**BHSU-Rapid City:** BHSU-Rapid City (BHSU-RC) is a non-residential satellite site of BHSU specifically connected to the health sciences. In addition, BHSU-RC will also provide offering toward tourism and other workforce needed programs as approved.

### **E. ACADEMIC CURRICULUM AND CREDENTIALS**

BHSU is statutorily authorized to offer academic programs in the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. BSHU has the authority to credential certificates, associate degrees, baccalaureate degrees, and master's degrees provided formal approval by the Board of Regents. The Board of Regents may authorize academic programs outside of the

statutory mission as identified by the Regents due to workforce needs, strategic needs of the state, etc. All program requests must comply with BOR Policy 2:23 and 2:23.1.

#### **F. PARTNERSHIPS COMPREHENSIVE REGIONAL UNIVERSITY**

Black Hills State University has several special partnerships with other entities resulting in established Centers or focused outreach efforts.

- 1. Sanford Underground Research Laboratory:** Through an agreement with the South Dakota Science and Technology Authority, BHSU operates an underground laboratory at SURF. This lab's mission is to serve as a user facility by contracting with other labs at SURF to detect and count neutrinos. The lab provides many opportunities for undergraduate research. In addition, BHSU's partnership with SURF has expanded to include an artist in residency program, and the Sanford Science Education Center operates through a partnership with BHSU School of Education. This partnership is visibly evident on campus through the Sanford Science Education Center located Jonas Hall.
- 2. South Dakota CEO:** This Women's Business Center is funded through the Small Business Administration and serves women entrepreneurs and small business owners throughout the state. Services include assisting with business start-up and expansions as well as general trainings and consulting services.
- 3. Crazy Horse Memorial and the Indian University of North America:** Through an MOU, BHSU serves as the credit-bearing academic partner to the Indian University of North America. Approximately 50-60 students attend special programs sponsored by Crazy Horse in the summer with courses offered by BHSU.
- 4. Ellsworth Airforce Base:** Through an MOU, BHSU is one of two universities approved to offer programs and courses on base at Ellsworth. The MOU is effective through 2025.
- 5. Black Hills State University at Rapid City:** BHSU provides administrative oversight and general operations to the higher education center in Rapid City. In addition, BHSU offers about 80% of all courses at the Center. Recently, the West River Health Science Center was approved to as a partnership between BHSU and SDSU to provide expanded nursing education to the Rapid City area.

#### **G. ROLE WITH SOUTH DAKOTA COLLEGES AND UNIVERSITIES**

- 1. Synergy with Community and Technical Colleges:** The success of regional universities will depend on collaborative work with regional community and technical colleges. As a regional comprehensive, partnering with the technical colleges is foundational to the mission. Partnerships should include programming, dual admissions, and advising.
- 2. Synergy with Regental Universities:** As a regional comprehensive, partnering with regental institutions is essential; therefore, BHSU will build strong program partnerships with the other five (5) public universities. Program to Program agreements, collaboration

with faculty and programming should be central to the mission of the regional comprehensive university.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR March 1991; BOR May 1995; BOR May 1996; BOR December 2003; BOR August 2006; BOR October 2019; BOR October 2022.



## ABOUT

**BLACK HILLS STATE UNIVERSITY (BHSU) IS  
A REGIONAL COMPREHENSIVE UNIVERSITY  
SERVING ITS GEOGRAPHIC REGION'S  
EDUCATIONAL AND PROGRAMMING NEEDS.**

BHSU offers a large number of undergraduate degrees and limited graduate-level programs, as is typical with regional universities.

Black Hills State University provides degree programs in the liberal arts and sciences, education, business, and technology. The

BHSU Center for Indian Studies offers opportunities to research and study the history, culture, and language of the Indians of North America and South Dakota.

**UNDERGRADUATE DEGREES: 522  
GRADUATE DEGREES: 72**

### TOP GRADUATING PROGRAMS

- |                                       |   |
|---------------------------------------|---|
| BUSINESS ACCOUNTING<br>AND MANAGEMENT | 1 |
| ELEMENTARY EDUCATION                  | 2 |
| BIOLOGY AND<br>BIOLOGICAL SCIENCES    | 3 |
| PSYCHOLOGY                            | 4 |
| GENERAL STUDIES                       | 5 |

## STUDENTS

Black Hills State University serves traditional, part-time, and nontraditional students. Many students attending BHSU are first-generation, low-income students or balancing their education with work and family. To accommodate all students, BHSU provides a rich campus experience for residential students and offers many courses and programs through distance education to support students who are part-time or have additional responsibilities.

Moving forward, BHSU should continue to implement policies and practices that are part-time student-friendly with an emphasis on the economic and academic needs of the region.

BHSU serves western South Dakota and the surrounding states within a 250-mile radius of its campus in Spearfish, South Dakota. Primary recruitment emphasis is in the Black Hills area and the contiguous states, including eastern Wyoming, western Nebraska, and western North Dakota.

**ENROLLMENT: 3,539  
RESIDENT STUDENTS: 2,425 | NONRESIDENT STUDENTS: 1,114**

## SIGNIFICANT PARTNERSHIPS

Black Hills State University has several significant partnerships resulting in established Centers or focused outreach efforts.

- Sanford Underground Research Laboratory
- South Dakota CEO
- Crazy Horse Memorial and the Indian University of North America
- Ellsworth Airforce Base

### BLACK HILLS STATE UNIVERSITY - RAPID CITY

BHSU provides administrative oversight and general operations to the higher education center in Rapid City, and offers approximately 80 percent of all courses. Recently, the West River Health Science Center was approved as a partnership between BHSU and SDSU to provide expanded nursing education to the Rapid City area.





## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual



**SUBJECT:** Dakota State University Mission Statement

**NUMBER:** 1:10:5

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#### **A. PURPOSE**

~~To comply with provisions of Board Policy 1:10 requiring the Dakota State University mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.~~

The South Dakota Board of Regents regards the special focus universities of South Dakota as valuable contributors to the state's system of higher education. Special focus universities have a high concentration of degrees in a single field or set of related fields. Special focus universities offer master's and doctoral programs within their special focus area.

Universities operating within this sector are nationally recognized to promote research activities of their faculty, staff, and students. The Board of Regents recognizes that special focus universities have unique characteristics within the South Dakota system of higher education.

The principles outlined in this policy serve as overarching directions for special focus universities reflecting efficient and effective roles in scholarly research and economic development. In addition, special focus university functions align with the Board of Regents strategies to advance student access, affordability, degree completion rates, and quality education.

#### **B. DEFINITIONS**

- 1. Board of Regents:** Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13- 49 through § 13-53 provides the authority to govern academic programming.
- 2. Institution:** Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
- 3. Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).

4. **Carnegie Classification:** A classification given to a university or college. The Carnegie Classification of Institutions of Higher Education provides a framework for recognizing and describing institutional diversity in the United States.
5. **Special Focus University:** DSU has a Carnegie Classification of special focus. This classification includes institutions offer a high concentration of degrees in a single field or related fields. DSU is designated as a special focus in the computer science fields.

### **C. POLICY-STATUTORY MISSION**

1. The legislature established the statutory mission of Dakota State University under SDCL 13-59-2.2 as:

The primary purpose of Dakota State University at Madison in Lake County is to provide instruction in computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs. The secondary purpose is to offer two-year, one-year and short courses for application and operator training in the areas authorized by this section.

This authorization includes the preparation of elementary and secondary teachers with emphasis in computer and information processing.

Except for degree programs in existence during the 1983-84 academic year, the unique baccalaureate programs authorized for Dakota State University shall not be duplicated by the Board of Regents.

### **D. DAKOTA STATE UNIVESITY ORGANIZATIONAL STRUCTURE**

**Main Campus (Madison):** The Dakota State University's (DSU) main campus located in Madison primarily serves residential students in undergraduate, professional, and graduate programs. The campus includes the colleges of Arts and Sciences, Business and Information Systems, Education, and The Beacom College of Computer and Cyber Sciences.

**National Presence:** Dakota State University offers specialized degrees to students from across the United States and beyond. DSU shall be the computing and information technologies and cyber security leader for the state of South Dakota, and a recognized leader across the United States.

### **E. ACADEMIC CURRICULUM AND CREDENTIALS Curriculum**

DSU is statutorily authorized to offer academic programs computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs. Students who attend Dakota State University pursue highly technical degrees with a broad focus in current and emerging computing and information technologies/cyber security that emphasize innovation, leadership, application, and research. DSU has the authority to credential certificates, associate degrees, baccalaureate degrees, master's degrees and doctoral degrees provided formal approval by the Board of Regents. The Board of Regents may authorize academic programs outside of the statutory mission as identified by the Regents due

to workforce needs, strategic needs of the state, etc. All program requests must comply with BOR Policy 2:23 and 2:23.1.

## **F. RESEARCH AND ECONOMIC DEVELOPMENT**

Special research focus universities in South Dakota perform a wide range of research initiatives. While Dakota State University has an emphasis in the areas of Computer Sciences, DSU's educational and research activities address all aspects of current, emerging, and future Computer and Information Technologies/Cyber Security. Dakota State University's research provides the maximum opportunity to students seeking to study with top researchers and pursue careers related to the technological fields. This is most important for those students pursuing graduate education. DSU conducts (3) three types of research increasing student growth which results in discovery, creativity or innovation: faculty-driven discipline-specific research; collaborative, problem-driven applied research in all CIT/Cyber Security areas through the Madison Cyber Labs ( MadLabs®)

Regionally located in eastern South Dakota provides a unique hub where Dakota State University and South Dakota State University (also regionally located in eastern South Dakota) complement each other in Agricultural Technological fields. Collaborative partnerships continue to evolve between the special focus universities and the research universities. This research pierces the boundaries in generating new innovative ideas. In addition to providing graduate student experience, research is a critical driver of both innovation and economic development.

Working together with business and industry in Madison, Sioux Falls, and all of South Dakota, Dakota State University will foster continued research in South Dakota, economic development in South Dakota, and innovation throughout the United States. Specifically related, Dakota State University offers highly specialized research in support of national security and defense through DSU's Applied Research Labs (ARL). The research activities of the MadLabs® and ARL drive innovation, workforce development, and economic development for South Dakota.

### **1. Board of Regents Implementation of Statutory Mission**

~~The Board recognizes Dakota State University's mission as:~~

~~To empower people with STEM-based education preparing them for compelling, creative and lasting careers.~~

~~The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.~~

~~Dakota State University is a member of the South Dakota System of Higher Education.~~

~~Dakota State University is approved to offer programs and courses online through the Internet.~~

### **2. Curriculum**



~~The following curriculum is approved for the university:~~

~~2.1. Undergraduate Major Level Curriculum~~

~~Business, Computer and Cyber Sciences, Digital Arts and Design, Education, Entrepreneurship, English for New Media, Exercise Science, General Studies, Information Technology and Security, Mathematics, Physical and Biological Sciences, and Respiratory Care (per SDCL 13-59-2.4).~~

~~2.2. Master's Level Curriculum~~

~~Business, Computer and Cyber Sciences, Education, and Information Technology and Security.~~

~~2.3. Doctoral Level Curriculum~~

~~Information Systems and Cyber Defense and Operations.~~

**3. Authorized Degrees**

~~3.1. Undergraduate Degrees~~

~~Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), Bachelor of Business Administration (B.B.A.), Bachelor of General Studies (B.G.S.), Bachelor of Science (B.S.), and Bachelor of Science in Education (B.S.Ed.). Certificates in related fields.~~

~~3.2. Graduate Degrees~~

~~Doctor of Science (D.Sc.), Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), Master of Business Administration (M.B.A.), and Master of Science (M.S.). Certificates in related fields.~~

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR March 1991; January 1994; BOR May 1996; BOR October 1999; BOR August 2000; BOR December 2003; BOR August 2006; BOR August 2007; BOR October 2019; [BOR October 2022](#).



## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual



**SUBJECT:** Dakota State University Mission Statement

**NUMBER:** 1:10:5

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#### **A. PURPOSE**

The South Dakota Board of Regents regards the special focus universities of South Dakota as valuable contributors to the state's system of higher education. Special focus universities have a high concentration of degrees in a single field or set of related fields. Special focus universities offer master's and doctoral programs within their special focus area.

Universities operating within this sector are nationally recognized to promote research activities of their faculty, staff, and students. The Board of Regents recognizes that special focus universities have unique characteristics within the South Dakota system of higher education.

The principles outlined in this policy serve as overarching directions for special focus universities reflecting efficient and effective roles in scholarly research and economic development. In addition, special focus university functions align with the Board of Regents strategies to advance student access, affordability, degree completion rates, and quality education.

#### **B. DEFINITIONS**

1. **Board of Regents:** Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13- 49 through § 13-53 provides the authority to govern academic programming.
2. **Institution:** Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
3. **Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).
4. **Carnegie Classification:** A classification given to a university or college. The Carnegie Classification of Institutions of Higher Education provides a framework for recognizing and describing institutional diversity in the United States.

5. **Special Focus University:** DSU has a Carnegie Classification of special focus. This classification includes institutions offer a high concentration of degrees in a single field or related fields. DSU is designated as a special focus in the computer science fields.

### **C. STATUTORY MISSION**

1. The legislature established the statutory mission of Dakota State University under SDCL 13-59-2.2 as:

The primary purpose of Dakota State University at Madison in Lake County is to provide instruction in computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs. The secondary purpose is to offer two-year, one-year and short courses for application and operator training in the areas authorized by this section.

This authorization includes the preparation of elementary and secondary teachers with emphasis in computer and information processing.

Except for degree programs in existence during the 1983-84 academic year, the unique baccalaureate programs authorized for Dakota State University shall not be duplicated by the Board of Regents.

### **D. DAKOTA STATE UNIVESITY ORGANIZATIONAL STRUCTURE**

**Main Campus (Madison):** Dakota State University's (DSU) main campus located in Madison primarily serves residential students in undergraduate, professional, and graduate programs. The campus includes the colleges of Arts and Sciences, Business and Information Systems, Education, and The Beacom College of Computer and Cyber Sciences.

**National Presence:** Dakota State University offers specialized degrees to students from across the United States and beyond. DSU shall be the computing and information technologies and cyber security leader for the state of South Dakota, and a recognized leader across the United States.

### **E. ACADEMIC CURRICULUM AND CREDENTIALS**

DSU is statutorily authorized to offer academic programs in computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs. Students who attend Dakota State University pursue highly technical degrees with a broad focus in current and emerging computing and information technologies/cyber security that emphasize innovation, leadership, application, and research. DSU has the authority to credential certificates, associate degrees, baccalaureate degrees, master's degrees and doctoral degrees provided formal approval by the Board of Regents. The Board of Regents may authorize academic programs outside of the statutory mission as identified by the Regents due to workforce needs, strategic needs of the state, etc. All program requests must comply with BOR Policy 2:23 and 2:23.1.

**F. RESEARCH AND ECONOMIC DEVELOPMENT**

Special research focus universities in South Dakota perform a wide range of research initiatives. While Dakota State University has an emphasis in the areas of Computer Sciences, DSU's educational and research activities address all aspects of current, emerging, and future Computer and Information Technologies/Cyber Security. Dakota State University's research provides the maximum opportunity to students seeking to study with top researchers and pursue careers related to the technological fields. This is most important for those students pursuing graduate education. DSU conducts three (3) types of research increasing student growth which results in discovery, creativity, or innovation: faculty-driven, discipline-specific research; collaborative, problem-driven applied research in all CIT/Cyber Security areas through the Madison Cyber Labs (MadLabs®)

Regionally located in eastern South Dakota provides a unique hub where Dakota State University and South Dakota State University (also regionally located in eastern South Dakota) complement each other in Agricultural Technological fields. Collaborative partnerships continue to evolve between the special focus universities and the research universities. This research pierces the boundaries in generating new innovative ideas. In addition to providing graduate student experience, research is a critical driver of both innovation and economic development.

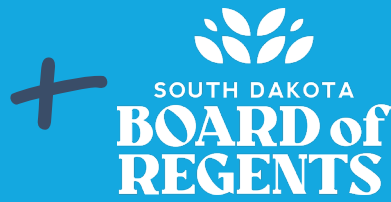
Working together with business and industry in Madison, Sioux Falls, and all of South Dakota, Dakota State University will foster continued research in South Dakota, economic development in South Dakota, and innovation throughout the United States. Specifically related, Dakota State University offers highly specialized research in support of national security and defense through DSU's Applied Research Labs (ARL). The research activities of the MadLabs® and ARL drive innovation, workforce development, and economic development for South Dakota.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR March 1991; January 1994; BOR May 1996; BOR October 1999; BOR August 2000; BOR December 2003; BOR August 2006; BOR August 2007; BOR October 2019; BOR October 2022.



## ABOUT

**DAKOTA STATE UNIVERSITY (DSU) IS A SPECIAL FOCUS UNIVERSITY WITH A HIGH CONCENTRATION OF DEGREES IN COMPUTING AND INFORMATION TECHNOLOGIES.** DSU offers undergraduate and graduate programs within its focus area and maintains a research commitment within the principal areas of study.

The primary purpose of DSU is to provide instruction in computer management, computer information systems, electronic data processing, and related undergraduate and graduate degrees. The secondary objective is to offer two-year, one-year, and short courses for application and operator training.

DSU is committed to supporting and conducting research in areas of current, emerging, and future computing and information technologies. Their actions in cyber security will protect and advance our state and country.

**UNDERGRADUATE DEGREES: 404**

**GRADUATE DEGREES: 139**

### TOP GRADUATING PROGRAMS

- COMPUTER SCIENCE 1
- CYBER OPERATIONS 2
- NETWORK & SECURITY ADMINISTRATION 3
- INFORMATION SYSTEMS 4
- ANALYTICS 5

## STUDENTS

Many students who attend Dakota State University pursue highly technical degrees with a broad focus in current and emerging computing and information technologies/cyber security that emphasize innovation, leadership, application, and research. While DSU serves as a primary university in the STEM field, it also meets a workforce need in education. To accommodate the diverse student needs, the university offers courses and programs through various delivery models and scheduling options designed to accommodate the unique needs of its learners.

DSU offers specialized degrees to students from across the United States and beyond. DSU is the computing and information technologies and cyber security leader for the state of South Dakota and a recognized leader across the United States.

**ENROLLMENT: 3,219**

**RESIDENT STUDENTS: 1,885 | NONRESIDENT STUDENTS: 1,334**

## RESEARCH RESPONSIBILITY

As a Special Focus university with an emphasis in Computing and Information Technologies (CIT), Cyber Security, and all potential applications, DSU conducts three types of research:

- Faculty-driven discipline-specific research resulting in discovery, creativity, or innovation
- Collaborative or problem-driven applied research in all CIT/Cyber Security areas through the Madison Cyber Labs ( MadLabs®)
- Highly specialized research in support of national security and defense through DSU's Applied Research Labs (ARL)

All three research types involve undergraduate and graduate students to the extent possible. The research activities of the MadLabs® and ARL drive innovation, workforce development, and economic development for South Dakota.





# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual



**SUBJECT:** Northern State University Mission Statement

**NUMBER:** 1:10:6

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### **A. PURPOSE**

~~To comply with provisions of Board Policy 1:10 requiring the Northern State University mission statement to include the legislatively established purpose of the institution and the programs authorized by the Board to implement that purpose.~~

The South Dakota Board of Regents regards the regional universities of South Dakota as valuable contributors to the state's system of higher education. The regional universities serve the educational and programming needs of their geographic region and offer several undergraduate and limited master's-level programs, but no doctoral programs. The emphasis is on teaching and service with a limited focus on basic or applied research activity.

Universities operating within this sector are nationally recognized to promote access to affordable education in a regional location. The Board of Regents recognizes that regional comprehensive universities have unique characteristics within the South Dakota system of higher education.

The principles outlined in this policy serve as overarching directions for special focus universities reflecting efficient and effective roles in scholarly research and economic development. In addition, regional comprehensive universities functions align with the Board of Regents strategies to advance student access, affordability, degree completion rates, and quality education.

### **B. DEFINITIONS**

- 1. Board of Regents:** Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13- 49 through § 13-53 provides the authority to govern academic programming.
- 2. Institution:** Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
- 3. Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).

4. **Carnegie Classification:** A classification given to a university or college. The Carnegie Classification of Institutions of Higher Education provides a framework for recognizing and describing institutional diversity in the United States.
5. **Master's Colleges and University:** NSU has a Carnegie Classification of master's colleges and universities-smaller programs. This classification includes institutions that awarded at least 50 master's degrees.

### **C. POLICY-STATUTORY MISSION**

1. The legislature established the statutory mission of Northern State University under SDCL 13-59-1 as:  

The primary purpose of Northern State University, at Aberdeen in Brown County. . . is the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents.
2. The legislature established Northern State University in 2001 as the Center for Statewide E-Learning (HB 1142).  

The center serves South Dakota's K-12 students through distance delivery of DDN/internet-based and online high school courses taught by master teachers. The center delivers courses - including advanced placement courses - those students in rural areas would otherwise have no opportunity to take (<https://www.northern.edu/academics/elearning>).

### **D. NORTHERN STATE UNIVERSITY ORGANIZATIONAL STRUCTURE**

**Main Campus (Aberdeen):** Northern State University's (NSU) main campus located in Aberdeen primarily serves traditional and non-traditional students in the undergraduate and master's programs. This comprehensive regional university offers a unique small campus culture. The delivery of programs is consistent with its emphasis on E-Learning. Academic units include the College of Arts and Sciences, Schools of Business, Education and Fine Arts.

**Center for Statewide E-Learning (Distance Education):** The Center for Statewide E-Learning provides a vehicle for K12 school districts the opportunity to offer high school level courses that school district(s) may not be able to provide. The center serves K-12 schools through distance delivery of DDN/Internet-based and K-12 enrichment activities. The high school classes are taught by a master teacher.

### **E. ACADEMIC CURRICULUM AND CREDENTIALS Curriculum**

NSU is statutorily authorized to offer university academic programs in the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. NSU has the authority to credential certificates, associate degrees, baccalaureate degrees, and master's degrees provided formal approval by the Board of Regents. The Board of Regents may authorize academic programs

outside of the statutory mission as identified by the Regents due to workforce needs, strategic needs of the state, etc. All program requests must comply with BOR Policy 2:23 and 2:23.1.

The Center for E-Learning is authorized to provide high school level curriculum for high school eligible students. High School registrations will be accepted according to the South Dakota Department of Education's priority ratings based on districts', sparsity, and size.

#### **F. PARTNERSHIPS COMPREHENSIVE REGIONAL UNIVERSITY**

Northern State University has several special partnerships with other entities resulting in established Centers or focused outreach efforts, including:

1. **Huron Community Campus:** Dating back to 2010, Northern State University is the only university approved to offer programs and courses at Huron Community Campus. Through a series of MOUs, Northern offers a master's in Teaching and Learning to a cohorts of area teachers and a rotation of general education courses that build into associate and bachelor's degrees. Huron-area students can earn an associate in general studies face-to-face from Northern State University at Huron Community Campus.
2. **Rural Innovation Network:** In 2021, the Center on Rural Innovation (CORI), with funding from Land O'Lakes, Inc., selected Northern State University and Aberdeen to undertake a year of study to create a tech entrepreneurship ecosystem in northeastern South Dakota. As a member of the Rural Innovation Network, Northern State University and Aberdeen will build from our strong entrepreneurial spirit and long history of entrepreneurial success to network with other rural communities and universities to build a tech entrepreneurship ecosystem.
3. **Technical Colleges:** Northern State University partners with technical colleges in South Dakota and the northern Great Plains to create seamless pathways into Northern's high demand on campus and online four-year degree programs. Northern State University partners with Southeast Technical College to provide general education courses in support the nursing programs they offer at Huron Community Campus.
4. **Council of Public Liberal Arts Colleges:** Through membership in the exclusive Council of Public Liberal Arts Colleges (COPLAC), Northern State University strengthens resources for students and faculty and contributes to and collaborates with a vibrant community of similar regional, public liberal arts colleges and universities.

#### **G. ROLE WITH SOUTH DAKOTA COLLEGES AND UNIVERSITIES**

1. **Synergy with Community and Technical Colleges:** The success of regional universities will depend on collaborative work with regional community and technical colleges. As a regional comprehensive, partnering with the technical colleges is foundational to the mission. Partnerships should include programming, dual admissions, and advising.
2. **Synergy with Regental Universities:** As a regional comprehensive, partnering with is essential; therefore, NSU will build strong program partnerships with the other five public



universities. Program to Program agreements, collaboration with faculty and programming should be central to the mission of the regional comprehensive university.

### **3. Board of Regents Implementation of Statutory Mission**

The Board recognizes Northern State University's mission as:

NSU will be a nationally recognized student-centered institution committed to academic and extracurricular excellence, and global learning opportunities in a beautiful Midwestern setting.

The institution is also charged with promoting excellence in teaching and learning, supporting research, scholarly and creative activities, and providing service to the State of South Dakota, the region, and beyond.

The Board approved a special emphasis on E-learning in the university curriculum and service. Northern State University is a member of the South Dakota System of Higher Education.

Northern State University is approved to offer programs and courses online through the Internet.

### **4. Curriculum**

The following curriculum is approved for the university:

#### **4.1. Undergraduate Major Level Curriculum**

Business, Education, Entrepreneurship, Exercise Science, Fine and Performing Arts, General Studies, Humanities, Information Systems (in accordance with SDCL 13-59-2.2), Liberal Arts, Mathematics, Physical/Biological/Environmental Sciences, Social Sciences, and Sport Media and Administration.

#### **4.2. Master's Level Curriculum**

Banking and Financial Services, Counseling, E-learning, and Education.

### **5. Authorized Degrees**

#### **5.1. Undergraduate Degrees**

Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of General Studies (B.G.S.), Bachelor of Music Education (B.M.E.), Bachelor of Science (B.S.), and Bachelor of Science in Education (B.S.Ed.). Certificates in related fields.

#### **5.2. Graduate Degrees**

Master of Arts (M.A.), Master of Music Education (M.M.E.), Master of Science (M.S.), and Master of Science in Education (M.S.Ed.). Certificates in related fields.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR March 1991; BOR May 1994; BOR May 1996; BOR March 2001; BOR December 2003; BOR October 2019; **BOR October 2022**.



# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual



**SUBJECT:** Northern State University Mission Statement

**NUMBER:** 1:10:6

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### **A. PURPOSE**

The South Dakota Board of Regents regards the regional universities of South Dakota as valuable contributors to the state's system of higher education. The regional universities serve the educational and programming needs of their geographic region and offer several undergraduate and limited master's-level programs, but no doctoral programs. The emphasis is on teaching and service with a limited focus on basic or applied research activity.

Universities operating within this sector are nationally recognized to promote access to affordable education in a regional location. The Board of Regents recognizes that regional comprehensive universities have unique characteristics within the South Dakota system of higher education.

The principles outlined in this policy serve as overarching directions for special focus universities reflecting efficient and effective roles in scholarly research and economic development. In addition, regional comprehensive universities functions align with the Board of Regents strategies to advance student access, affordability, degree completion rates, and quality education.

### **B. DEFINITIONS**

1. **Board of Regents:** Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13- 49 through § 13-53 provides the authority to govern academic programming.
2. **Institution:** Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
3. **Statutory Mission:** The institutional mission defined under South Dakota Codified Law (SDCL).
4. **Carnegie Classification:** A classification given to a university or college. The Carnegie Classification of Institutions of Higher Education provides a framework for recognizing and describing institutional diversity in the United States.

5. **Master's Colleges and University:** NSU has a Carnegie Classification of master's colleges and universities-smaller programs. This classification includes institutions that awarded at least 50 master's degrees.

### C. STATUTORY MISSION

1. The legislature established the statutory mission of Northern State University under SDCL 13-59-1 as:

The primary purpose of Northern State University, at Aberdeen in Brown County. . . is the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents.

2. The legislature established Northern State University in 2001 as the Center for Statewide E-Learning (HB 1142).

The center serves South Dakota's K-12 students through distance delivery of DDN/internet-based and online high school courses taught by master teachers. The center delivers courses - including advanced placement courses - those students in rural areas would otherwise have no opportunity to take (<https://www.northern.edu/academics/elearning>).

### D. NORTHERN STATE UNIVERSITY ORGANIZATIONAL STRUCTURE

1. **Main Campus (Aberdeen):** Northern State University's (NSU) main campus located in Aberdeen primarily serves traditional and non-traditional students in the undergraduate and master's programs. This comprehensive regional university offers a unique small campus culture. The delivery of programs is consistent with its emphasis on E-Learning. Academic units include the College of Arts and Sciences, Schools of Business, Education, and Fine Arts.
2. **Center for Statewide E-Learning (Distance Education):** The Center for Statewide E-Learning provides the K-12 school districts the opportunity to offer high school level courses that school district(s) may not be able to provide. The center serves K-12 schools through distance delivery of DDN/Internet-based and K-12 enrichment activities. The high school classes are taught by a master's teacher.

### E. ACADEMIC CURRICULUM AND CREDENTIALS

NSU is statutorily authorized to offer university academic programs in the preparation of elementary and secondary teachers, and a secondary purpose is to offer pre-professional, one-year and two-year terminal and junior college programs. NSU has the authority to credential certificates, associate degrees, baccalaureate degrees, and master's degrees provided formal approval by the Board of Regents. The Board of Regents may authorize academic programs outside of the statutory mission as identified by the Board of Regents due to workforce needs, strategic needs of the state, etc. All program requests must comply with BOR Policy 2:23 and 2:23.1.

The Center for E-Learning is authorized to provide high school level classes via distance for high school eligible students. High School students are accepted according to the South Dakota Department of Education's priority ratings based on districts' sparsity and size.

#### **F. PARTNERSHIPS COMPREHENSIVE REGIONAL UNIVERSITY**

Northern State University has several special partnerships with other entities resulting in established Centers or focused outreach efforts, including:

1. **Huron Community Campus:** Dating back to 2010, Northern State University is the only university approved to offer programs and courses at Huron Community Campus. Through a series of MOUs, Northern offers a master's in Teaching and Learning to cohorts of area teachers and a rotation of general education courses that build into associate and bachelor degrees. Huron-area students can earn an associate in general studies face-to-face from Northern State University at Huron Community Campus.
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3. **Technical Colleges:** Northern State University partners with technical colleges in South Dakota and the northern Great Plains to create seamless pathways into Northern's high demand on campus and online four-year degree programs. Northern State University partners with Southeast Technical College to provide general education courses in support of the nursing programs they offer at Huron Community Campus.
4. **Council of Public Liberal Arts Colleges:** Through membership in the exclusive Council of Public Liberal Arts Colleges (COPLAC), Northern State University strengthens resources for students and faculty and contributes to and collaborates with a vibrant community of similar regional, public liberal arts colleges and universities.

#### **G. ROLE WITH SOUTH DAKOTA COLLEGES AND UNIVERSITIES**

1. **Synergy with Community and Technical Colleges:** The success of regional universities will depend on collaborative work with regional community and technical colleges. As a regional comprehensive, partnering with the technical colleges is foundational to the mission. Partnerships should include programming, dual admissions, and advising.
2. **Synergy with Regental Universities:** As a regional comprehensive, partnering with the regental institutions is essential; therefore, NSU will build strong program partnerships with the other five public universities. Program to Program agreements, collaboration with faculty and programming should be central to the mission of the regional comprehensive university.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR March 1991; BOR May 1994; BOR May 1996; BOR March 2001; BOR December 2003; BOR October 2019; BOR October 2022.



## ABOUT

**NORTHERN STATE UNIVERSITY (NSU) IS A REGIONAL COMPREHENSIVE UNIVERSITY SERVING ITS GEOGRAPHIC REGION'S EDUCATIONAL AND PROGRAMMING NEEDS.**

NSU offers graduate and undergraduate programs, promotes excellence in teaching, supports research and creative activities; while providing service to the state of South Dakota, the region, and the nation.

While located in Aberdeen, the university specializes in HyFlex delivery of university curriculum and services.

Northern also houses the e-Learning High School, providing equitable access to quality secondary education content courses for students across the state of South Dakota—in many locations where teacher shortages preclude adequate content delivery.

Northern serves the public good as a vibrant hub for education and entrepreneurship, workforce and economic development, arts and culture, health and wellness, athletics, and community engagement.

**UNDERGRADUATE DEGREES: 272**  
**GRADUATE DEGREES: 92**

### TOP GRADUATING PROGRAMS

ELEMENTARY EDUCATION	1
TEACHING AND LEARNING (MSED)	2
MANAGEMENT	3
BIOLOGY	4
HUMAN PERFORMANCE	5

## STUDENTS

Northern State University plays a unique role in serving undergraduate, graduate, and lifelong learners of all ages. In addition, NSU educates high school learners through e-Learning and dual credit courses. Northern is recognized for its mission-driven expertise in e-Learning and Hy-Flex Delivery, and delivers quality programs through various flexible models and scheduling options designed to accommodate students' unique needs.

Because Northern serves many part-time, non-traditional students, many students enroll in distance education courses and programs.

Northern also serves traditional students and has a residential campus providing comprehensive services and activities to students that reside on the campus. Students value the personalized attention of faculty and support services staff to enhance retention and degree completion.

**ENROLLMENT: 3,340**

**RESIDENT STUDENTS: 2,681 | NONRESIDENT STUDENTS: 659**

## SIGNIFICANT PARTNERSHIPS

### CENTER FOR STATEWIDE E-LEARNING

The center serves South Dakota's K-12 students through distance delivery of DDN/internet-based and online high school courses. The center delivers courses, including advanced placement (AP), that students in rural areas would otherwise have no opportunity to take.

### HURON COMMUNITY CAMPUS

NSU is the only university offering programs at Huron Community Campus. Northern offers a master's in Teaching and Learning to cohorts of area teachers and a rotation of general education courses that build into associate and bachelor degrees.

### RURAL INNOVATION NETWORK

In 2021, the Center on Rural Innovation (CORI), with funding from Land O'Lakes, Inc., selected Northern State University and Aberdeen to undertake a year of study to create a tech entrepreneurship ecosystem in northeastern South Dakota.



# **SOUTH DAKOTA BOARD OF REGENTS**

## **Planning Session**

**AGENDA ITEM: 4 – B**  
**DATE: August 2-4, 2022**

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### **SUBJECT**

**Strategic Plan: Governance – Financial Aid Analysis Student Information System Review**

### **CONTROLLING STATUTE, RULE, OR POLICY**

[SDBOR Strategic Plan](#)

### **BACKGROUND / DISCUSSION**

The mission of the Board of Regents is to provide an excellent, efficient, accessible, equitable, and affordable public university and special schools system that improves South Dakota's overall educational attainment and research productivity, while enriching the intellectual, economic, civic, social, and cultural life of the state, its residents, and its communities. Goal 1 of the Strategic Plan is Governance, which states, "the Board of Regents shall govern the six public universities and two special schools to engage, advocate and ensure stewardship in post-secondary public education policy, resource utilization and overall Regental effectiveness."

One of the objectives is to incorporate continuous improvement ensuring that the Board of Regents resumes efforts related to Senate Bill 55 efforts. The objective was to identify up to two projects per year or a total of 10 in five years for efficiency and effectiveness. The system enrollment management vice presidents requested that a review and analysis be completed on the Financial Aid information systems to ensure that the platform was configured to promote best practices as well as to increase efficiencies. Dr. Maher supported the efforts and rather than implementing a Lean review, the vendor of the student information system was contracted to complete a full review of the financial aid information system. The support to have the vendor complete the process ensured a proper vetting of the technology solution.

Dr. Minder has received the review and has since submitted this to the council of presidents, enrollment management team, and the financial aid team. Overall, the consultant identified areas where efficiencies can be found (highly recommended or recommended) and complementary areas that the team has successfully implemented. Dr. Minder requested that the financial aid team review and document the top five findings that the system should vet and implement as approved. The support of those items would be to streamline and ensure efficiencies can be found. Dr. Minder is scheduled to meet with the

(Continued)

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### **INFORMATIONAL ITEM**



financial aid team soon; however, this team has submitted their preferred top five items in writing. These recommendations will be provided to the enrollment management vice presidents to gain their approval or recommended changes to the top five as needed.

It is important to note that one of the findings includes documentation on how to submit estimates on financial aid and scholarship packages earlier (especially to first time students). Board staff have had requests regarding the timeline to award packaging. Currently, most of the campuses submit packages to students upon approval of the Board of Regents tuition and fees around the first part of April.

The vendor has provided recommendations to implement processes where initial packages may be submitted with a footnote documenting that the actuals will follow upon the tuition and fee approval.

#### **IMPACT AND RECOMMENDATION**

The Board of Regents with the presidents should have a shared discussion on the value of packaging aid and scholarship as early as January for maximum enrollment results.

#### **ATTACHMENTS**

None

# **SOUTH DAKOTA BOARD OF REGENTS**

## **Planning Session**

**AGENDA ITEM: 4 – C**  
**DATE: August 2-4, 2022**

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### **SUBJECT**

**Strategic Plan: Access and Affordability – First Day Access**

### **CONTROLLING STATUTE, RULE, OR POLICY**

[SDBOR Strategic Plan](#)

### **BACKGROUND / DISCUSSION**

The mission of the Board of Regents is to provide an excellent, efficient, accessible, equitable, and affordable public university and special schools system that improves South Dakota's overall educational attainment and research productivity, while enriching the intellectual, economic, civic, social, and cultural life of the state, its residents, and its communities. Goal 2 of the Strategic Plan is Access and Affordability, which states "the Regental system is the largest public post-secondary education system in South Dakota. This system offers both undergraduate and graduate education. Access to affordable education is the cornerstone to ensuring South Dakotans who desire to attend a public post-secondary institution can."

One of the objectives outlined in Goal 2 includes cost reduction of course content by engaging in a system-wide collaboration and grant opportunity for funding to incorporate Open Educational Resources/Content (OER). An OER team has been assembled including stakeholders from the Bookstores, Libraries, Faculty, and Academic Leadership. With the focus on reducing costs, Academic Affairs Council (AAC) supported, officially, in March 2021, First Day Access. First Day Access can be defined as receiving access through digital means to course material/content where costs are directly billed to the student through their fee statement.

The benefits of First Day Access include discounted prices for materials, interactive materials, and the guarantee of accurate materials for the start of class or before. AAC supported that for Spring 2022 all digital materials would be First Day Access. March 2021 COPS held a discussion supporting the movement to First Day Access and best practices. A follow up conversation with COPS was held on July 19, 2022, affirming the benefits of this movement.

To share the impact of First Day Access, Attachment I (developed by the bookstore managers) displays current utilization and cost savings for students since early faculty

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### **INFORMATIONAL ITEM**

adoption (2017-2022). Attachment II provides examples of a first-year student's course material costs and savings by First Day Access, General Digital Materials, and Textbooks.

The universities have embraced movement to First Day Access. While there is more that can be accomplished in this cost reduction strategy, Dr. Minder is briefing the board as this work directly connects to the Strategic Plan and priorities of access and affordability.

### **IMPACT AND RECOMMENDATION**

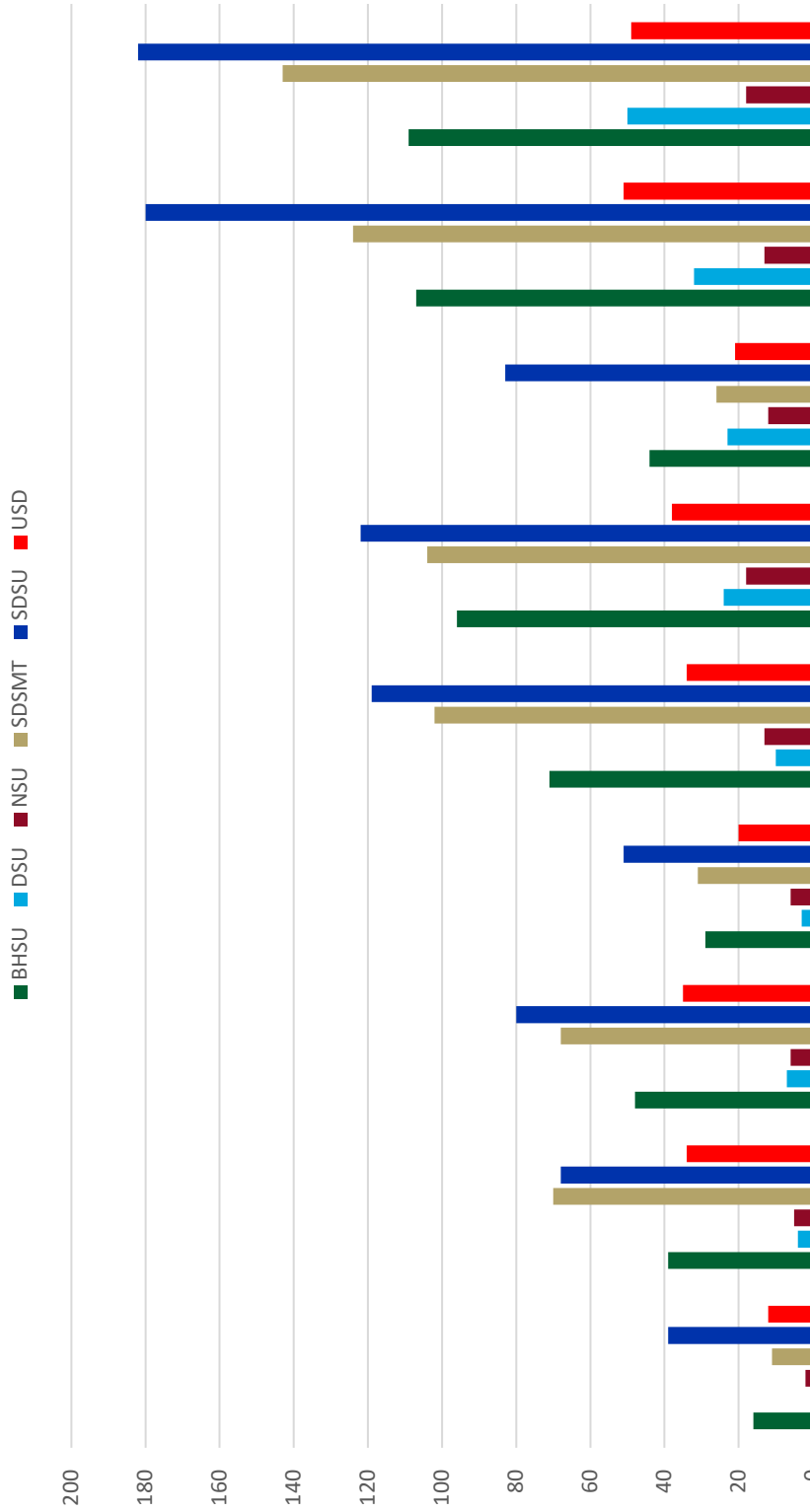
The Strategic Plan specifically documents the importance of access and affordability for our students. With the efforts currently underway, support by the board ensures continued momentum and optimum implementation of this practice.

### **ATTACHMENTS**

Attachment I – First Day Access Reporting

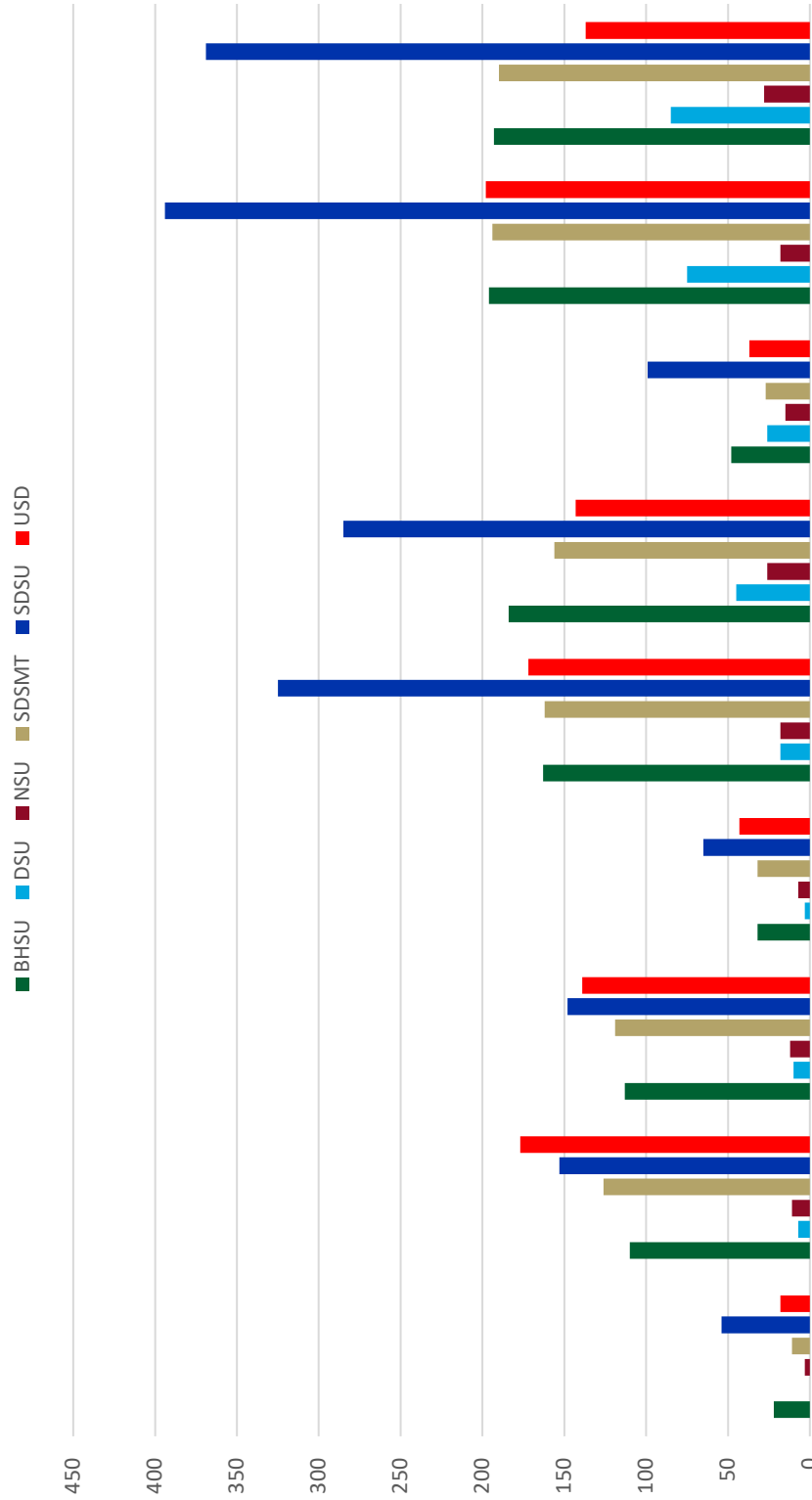
Attachment II – First Year Examples – Comparison of Costs

### Courses Utilizing First Day Access Digital Content

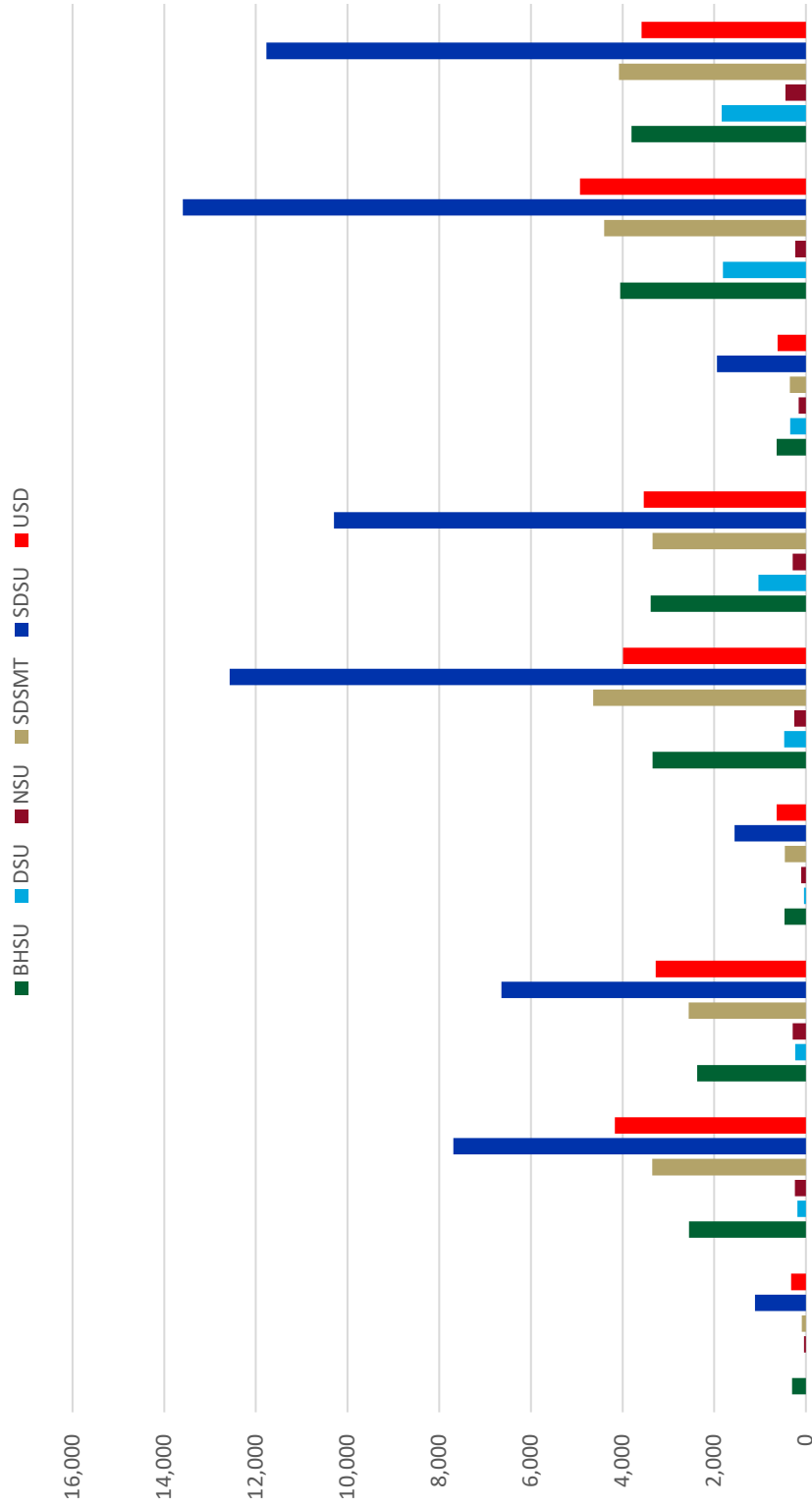


From the Student Information System.

Sections Utilizing First Day Access Digital Content



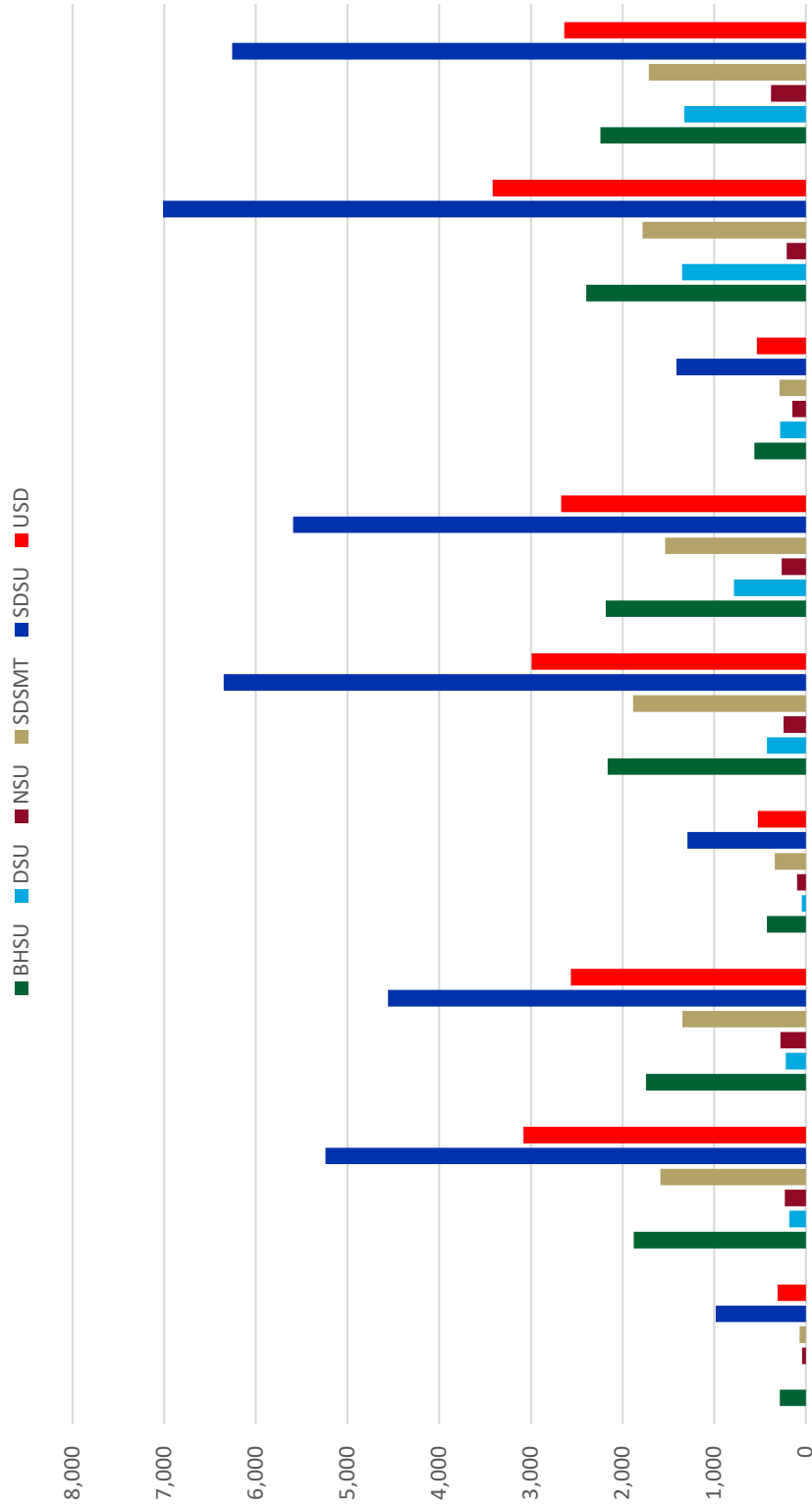
### Section Student Head Counts Utilizing First Day Access Digital Content



	2019SU	2019FA	2020SP	2020SU	2020FA	2021SP	2021SU	2021FA	2022SP	TOTAL
BHSU	299	2,551	2,372	465	3,349	3,390	635	4,049	3,804	20,914
DSU		184	236	44	476	1,033	346	1,807	1,837	5,963
NSU	45	239	290	102	257	290	158	232	447	2,060
SDSMT	87	3,350	2,556	462	4,642	3,343	348	4,403	4,082	23,273
SDSU	1,112	7,689	6,645	1,557	12,571	10,294	1,941	13,591	11,767	67,167
USD	325	4,166	3,278	639	3,989	3,536	617	4,929	3,589	25,068
TOTAL	1,868	18,179	15,377	3,269	25,284	21,886	4,045	29,011	25,526	144,445

From the Student Information System.

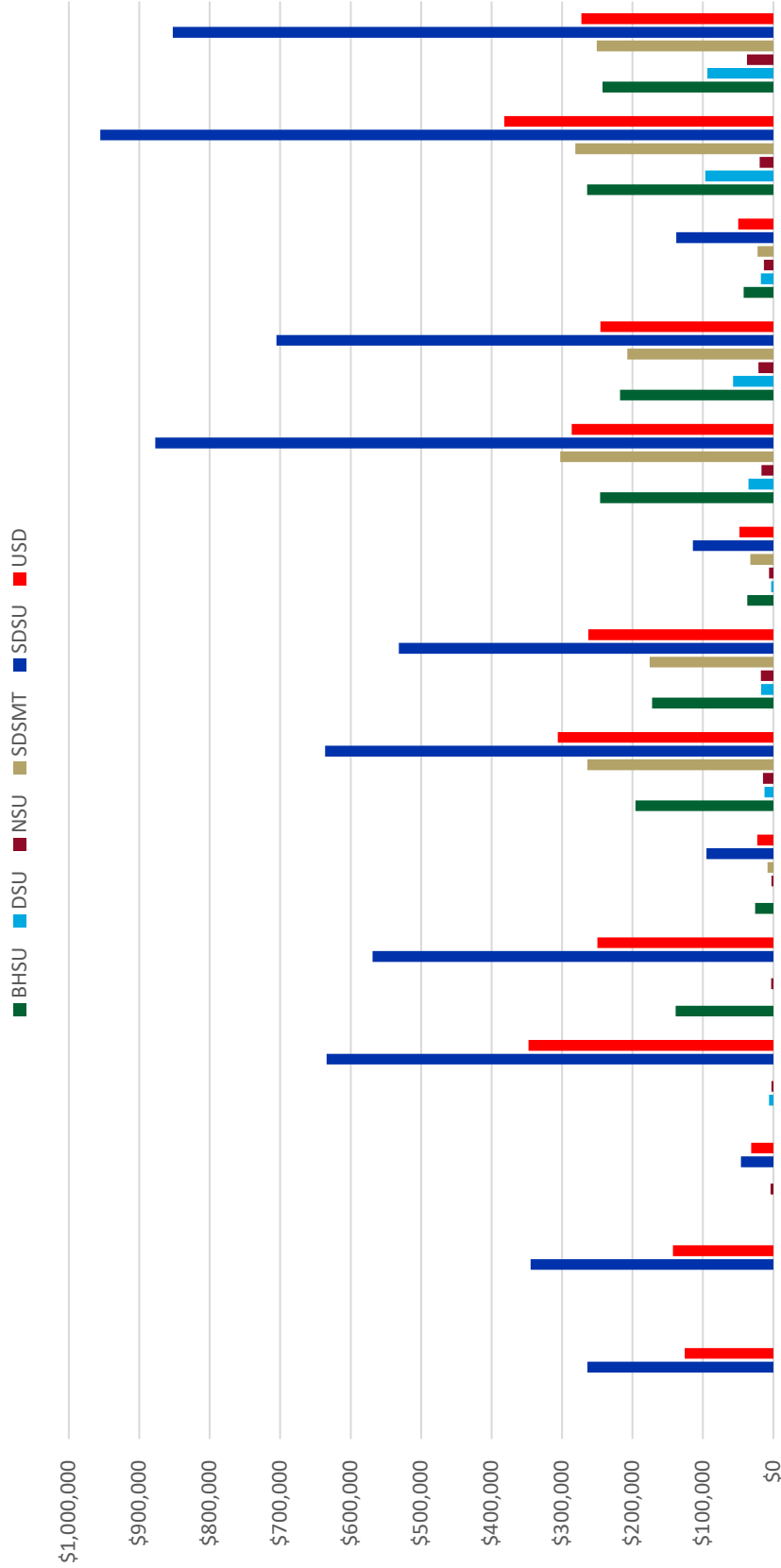
Unique Student Head Counts by Term Utilizing First Day Access Digital Content



	2019SU	2019FA	2020SP	2020SU	2020FA	2021SP	2021SU	2021FA	2022SP	TOTAL
BHSU	285	1,877	1,744	426	2,164	2,183	564	2,396	2,241	13,880
DSU		182	220	44	425	784	283	1,349	1,326	4,613
NSU	43	230	278	95	244	263	149	208	379	1,889
SDSMT	68	1,586	1,346	341	1,886	1,536	289	1,781	1,713	10,546
SDSU	985	5,240	4,557	1,291	6,352	5,595	1,411	7,014	6,260	38,705
USD	310	3,083	2,565	523	2,993	2,669	534	3,418	2,636	18,731
TOTAL	1,691	12,198	10,710	2,720	14,064	13,030	3,230	16,166	14,555	88,364

From the Student Information System.

# First Day Access Digital Content Charges

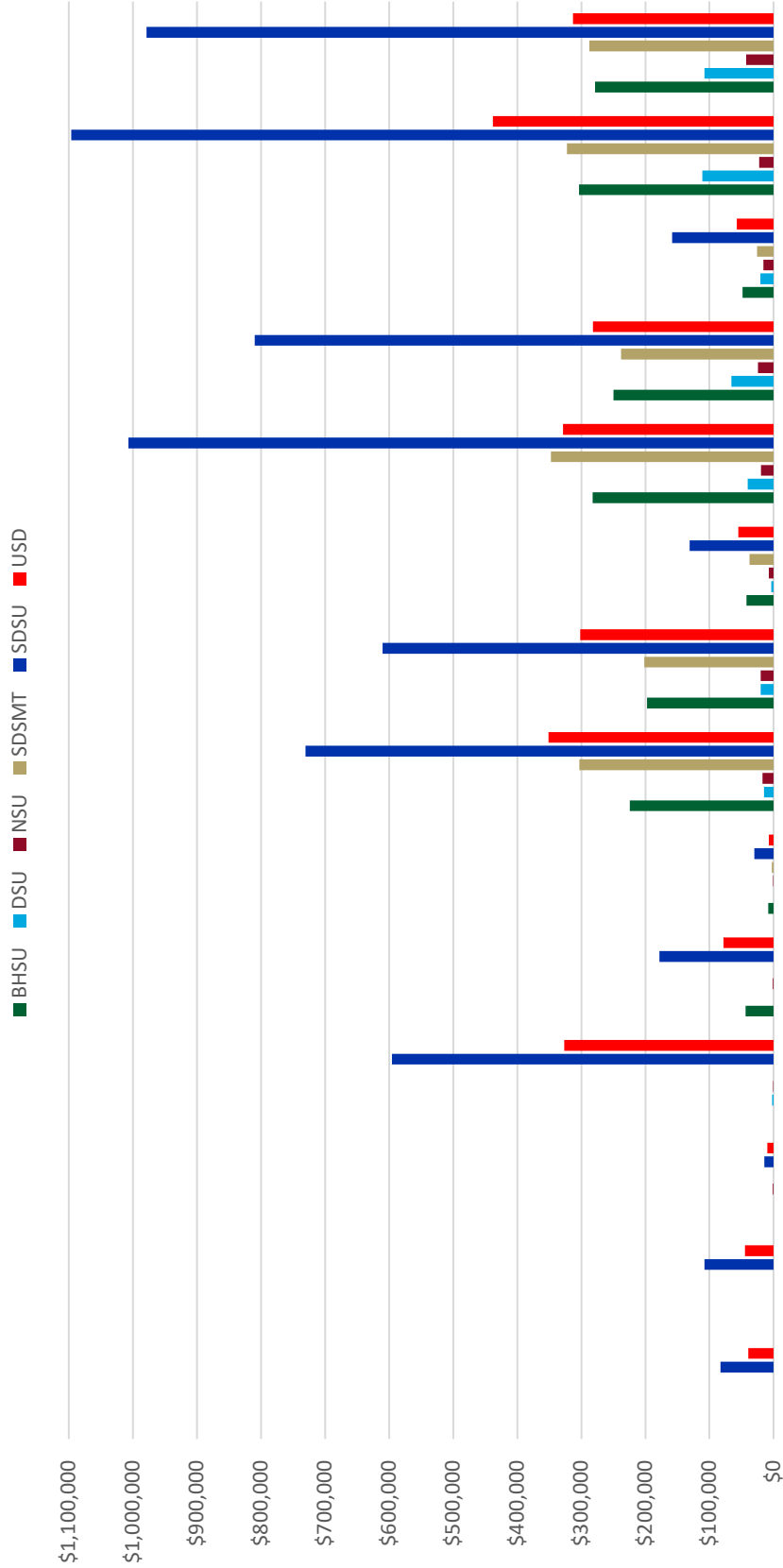


	2017FA	2018SP	2018SU	2018FA	2019SP	2019SU	2019FA	2020SP	2020SU	2020FA	2021SP	2021SU	2021FA	2022SP	TOTAL
BHSU					\$138,913	\$25,816	\$195,642	\$172,194	\$36,979	\$246,099	\$217,536	\$42,106	\$264,373	\$242,631	\$1,582,287
DSU				\$6,063			\$12,730	\$17,298	\$3,243	\$35,296	\$57,275	\$17,874	\$96,742	\$93,788	\$340,309
NSU			\$3,977	\$2,839	\$3,263	\$2,833	\$14,920	\$17,569	\$6,326	\$16,907	\$21,300	\$13,637	\$19,360	\$37,325	\$160,254
SDSMT						\$8,156	\$263,933	\$175,693	\$32,636	\$302,768	\$207,498	\$22,525	\$280,924	\$250,482	\$1,544,615
SDSU	\$263,997	\$344,672	\$46,265	\$634,238	\$569,081	\$95,174	\$636,384	\$531,808	\$114,141	\$877,398	\$705,464	\$137,736	\$955,180	\$852,618	\$6,764,156
USD	\$125,718	\$142,409	\$31,437	\$347,759	\$249,948	\$22,903	\$306,177	\$262,671	\$48,041	\$286,128	\$245,445	\$49,923	\$381,856	\$272,752	\$2,773,167
TOTAL	\$389,715	\$487,081	\$81,679	\$990,899	\$961,205	\$154,881	\$1,429,785	\$1,177,232	\$241,365	\$1,764,596	\$1,454,518	\$283,801	\$1,998,435	\$1,749,595	\$13,164,78

From the Student Information System billings.



### Traditional New Printed Content Estimated Student Savings - Student Saved by Utilizing First Day Access Materials



	2017FA	2018SP	2018SU	2018FA	2019SP	2019SU	2019FA	2020SP	2020SU	2020FA	2021SP	2021SU	2021FA	2022SP	TOTAL
BHSU					\$43,478	\$8,080	\$224,523	\$197,614	\$42,438	\$282,430	\$249,650	\$48,322	\$303,401	\$278,450	\$1,678,386
DSU				\$1,898			\$14,609	\$19,851	\$3,721	\$40,507	\$65,730	\$20,513	\$111,024	\$107,633	\$385,487
NSU			\$1,245	\$888	\$1,021	\$887	\$17,122	\$20,162	\$7,260	\$19,403	\$24,445	\$15,650	\$22,218	\$42,835	\$173,135
SDSMT						\$2,553	\$302,896	\$201,630	\$37,454	\$347,465	\$238,130	\$25,850	\$322,396	\$287,460	\$1,765,834
SDSU	\$82,628	\$107,879	\$14,480	\$595,528	\$178,116	\$29,788	\$730,331	\$610,317	\$130,992	\$1,006,925	\$809,609	\$158,069	\$1,096,190	\$978,487	\$6,529,340
USD	\$39,348	\$44,572	\$9,840	\$326,534	\$78,231	\$7,168	\$351,377	\$301,448	\$55,134	\$328,368	\$281,679	\$57,292	\$438,228	\$313,017	\$2,632,237
TOTAL	\$121,977	\$152,451	\$25,565	\$924,849	\$300,847	\$48,476	\$1,640,859	\$1,351,023	\$276,997	\$2,025,097	\$1,669,243	\$325,697	\$2,293,457	\$2,007,882	\$13,164,41

Bookstore estimated savings based on list cost of text books versus costs of the digital material/rented material.

## EXAMPLES OF STUDENT SAVINGS: FIRST-YEAR STUDENT COURSE MATERIAL COSTS AND SAVINGS

<u>COURSE</u>	<u>AUTHOR</u>	<u>TITLE</u>	FIRST DAY ACCESS COST	DIGITAL COST	PRINT COST	TRADITIONAL FORM
BIOL 151	MORRIS	ACHIVE FOR BIOLOGY: HOW LIFE WORKS, 3RD EDITION	\$54.69	\$99.03	\$141.63	LOOSE LEAF & COURSEWARE
CHEM 106	MCMURRY	FUNDAMENTALS OF GENERAL, ORGANIC & BIOLOGICAL CHEMISTRY, 8TH EDITION WITH MASTERING COURSEWARE	\$66.56	\$133.11	\$250.25	LOOSE LEAF & COURSEWARE
CMST 101	VALENZANO	EFFECTIVE PUBLIC SPEAKING	\$84.88	\$106.33	NA	EBOOK & COURSEWARE
ENGL 101	GRAFF	THEY SAY/ I SAY, 5TH EDITION	\$19.54	\$21.30	\$30.62	PAPERBACK
ENGL 101	LUNSFORD	ST. MARTIN'S HANDBOOK, 9TH EDITION	\$47.23	\$52.17	\$136.31	PAPERBACK
HIST 111	WIESENER	A HISTORY OF WORLD SOCIETIES VOL 1, 12TH EDITION	\$30.51	\$41.52	\$78.80	PAPERBACK
HLTH 100	CARNEY	CONTROVERSIES IN PUBLIC HEALTH & HEALTH POLICY, 1ST EDITION	\$46.11	NA	\$85.15	PAPERBACK
MATH 114	MILLER	COLLEGE ALGEBRA, 2ND EDITION WITH ALEKS 360 COURSEWARE	\$79.88	\$129.53	\$270.62	LOOSE LEAF & COURSEWARE
SOC 100	EGLITIS	INTRODUCTION TO SOCIOLOGY, 5TH EDITION WITH COURSEWARE	\$65.23	\$74.55	\$106.50	LOOSE LEAF & COURSEWARE
		TOTAL CONTENT COST * Costs include 6.5% SD sales tax	\$494.63	\$657.56	\$1,099.88	
		FIRST DAY ACCESS SAVINGS		32%	63%	

## **SOUTH DAKOTA BOARD OF REGENTS**

### **Planning Session**

**AGENDA ITEM: 4 – D**  
**DATE: August 2-4, 2022**

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#### **SUBJECT**

**Strategic Plan: Access and Affordability – Transfer Initiatives**

#### **CONTROLLING STATUTE, RULE, OR POLICY**

New BOR Policy 2:5 – Seamless Transfer of Credit

New BOR Policy 2:5:1 – Internal Transfer

New BOR Policy 2:5:2 – External Accredited Institution Transfer

New BOR Policy 2:5:3 – External Non-Accredited and International Transfer

New BOR Policy 2:5:4 – Prior Learning and Validated Transfer

[SDBOR Strategic Plan](#)

#### **BACKGROUND / DISCUSSION**

The mission of the Board of Regents is to provide an excellent, efficient, accessible, equitable, and affordable public university and special schools system that improves South Dakota's overall educational attainment and research productivity, while enriching the intellectual, economic, civic, social, and cultural life of the state, its residents, and its communities. Goal 2 of the strategic plan is Access and Affordability, which states, "the Regental system is the largest public post-secondary education system in South Dakota. This system offers both undergraduate and graduate education. Access to affordable education is the cornerstone to ensuring South Dakotans who desire to attend a public post-secondary institution can."

One of the objectives outlined in Goal 2 includes seamless transfer by increasing enrollments through improved access to bachelor degree programs for students with earned credits from technical and community colleges. Since January of 2022, the Board of Regents academic affairs staff have been meeting with the Board of Technical Education (BOTE) academic programming staff. Together, with ReEngine, a collaborative engagement was scheduled on April 14-15, 2022.

#### **ReEngine Lean Review Engagement:**

This engagement included university and technical college representation. Utilizing a Lean review process by evaluating continuous improvement strategies, all stakeholders evaluated the current practice, identified 'What Good Looks Like', and determined next steps. First, Attachment I (Statewide Transfer Charter) provides a summary of the charter that the team created together. One of the outcome recommendations from this team in

(Continued)

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#### **INFORMATIONAL ITEM**

their evaluation is to replace the current Memorandum of Understanding with a Principles of Transfer Agreement represented in Attachment II. The vice presidents identified that having a broad agreement showcases the benefits of partnerships and overarching practice that both system stakeholders could derive change.

Second, the vice presidents will first evaluate all General Education courses not currently listed in the Memorandum of Understanding and those that do not follow the current course numbering and shared student outcomes. Upon resolution of the general education, the next transfer effort will be reviewing major specific needs/transfer (this second phase is an ongoing phase that will require review as new articulation agreements are approved).

Third, during the meetings, the vice presidents also supported the use of technology for students to access transfer equivalency. The provosts from the universities supported the use of Transfer Equivalency Solutions (TES) through CollegeSource as each campus currently works with that platform. Dr. Minder requested TES for a statewide public college and university quote. Leveraging the current system, TES provided a quote that would include the Technical Colleges at an additional cost of \$12,000 total. This proposal has been submitted to the Board of Technical Education (BOTE) staff. TES would agree to one Master Service Agreement through the Board of Regents and currently support several state systems in their transfer equivalency platform: Hawaii, Illinois, Kentucky, Minnesota, and Nebraska. A demonstration has been requested to understand the technology at the system level.

TES is a university and college admission and academic records resource for internal review of course equivalencies. It contains catalogs of universities and colleges across the United States and internationally. There is an additional add-on public facing solution that may be beneficial for both the technical colleges and universities to review called Transferology. This add-on allows a seamless calculation of transfer by the applicants, parents, and students. This Transferology is an outward facing solution. Academic Affairs Council (AAC) will be evaluating this at their August 2022 retreat (August 10-11) and have currently received email communication on the status of this technology solution.

Last, directly related to this transfer work and recommended by the vice presidents, a meeting was scheduled with a cohort of nursing representatives (deans, curriculum management, and general education) to review articulation agreements between the technical colleges and the universities. Attachment III represents the draft charter that was created by that team of stakeholders. This work has just commenced with the goal of creating a statewide transfer agreement between the four technical colleges and the two universities.

#### **New BOR Policy:**

The outcomes to these discussions are ongoing. However, at the June 2022 BOR meeting, Dr. Minder presented the first draft policy on seamless transfer (Attachment IV). During the regular business meeting of the August BOR Retreat, the updated policies will be presented for formal approval. Work developing these policies included many stakeholder meetings internal to the Regental system as well as with the Board of Technical Education staff and Technical Colleges.

**SDAHO Presentation:**

Related to the statewide nursing workforce need, Dr. Maher presented to SDAHO on July 12, 2022. The presentation shared projects that the system supported including legislative updates, USD-Sioux Falls plan, career exploration camps, and transfer initiatives represented as Attachment V.

**IMPACT AND RECOMMENDATION**

The Strategic Plan specifically documents the importance of access and affordability which connects directly with the work of seamless transfer. In addition, Goal 4 of the Strategic Plan encourages partnerships to engage workforce needs. The project meets several objectives outlined in an effort to support increased engagement of multiple internal and external stakeholders to accomplish access to affordable education. The Regents should consider the ongoing efforts related to transfer and provide additional feedback to current and future needs for the students of this state and workforce needs.

**ATTACHMENTS**

Attachment I – Statewide Transfer Charter

Attachment II – Principles of Transfer

Attachment III – Draft Nursing Statewide Charter

Attachment IV – [New BOR Policies 2:5, 2:5.1, 2:5.2, 2:5.3, 2:5.4; Rescind BOR Policies 2:25, 2:27, 2:31](#)

Attachment V – SDAHO Presentation

Transfer Policy Regental University System, Technical Colleges  
LEAN Project Charter

**Date:** April 2022

**Problem Statement:** South Dakota Board of Regents (SDBOR) has endeavored to strengthen their transfer policies. The policies with and between the South Dakota public universities and colleges may create transfer challenges for students. The policies are highly technical, regulatory, and are not student centric.

**Project Objective:** The purpose of this project is to collaborate and brainstorm to create highly visible pathways, collective career options, and bridges between post-secondary public institutions enabling student opportunities through a seamless transfer process.

**What Good Looks Like:**

- The state-wide policy on transfer should be seamless to the student between the public colleges and universities.
- A seamless technology solution is adopted between SDBOR, Regental Universities, BOTE, and the four Technical Colleges.
- An agreement would be developed to evaluate all course within the transfer technology solution.
- Courses taken for the applied general education courses would have a bridge course based on competency and agreed upon criteria that if passed would allow credit for the general education course.
- The collaborative efforts of the public colleges and universities will include planning for high-need workforce fields in South Dakota.
- The collaborative efforts will focus on stackable credentialing where the technical colleges and the universities can work together for the best interests of the state of South Dakota and the student.
- Universities and technical colleges will have a communication campaign around post-secondary education.
- Advising tools will be developed to assist students in the navigation of their post-secondary path.

**Characteristics of the Future State:**

- Communication is facilitated, intentional, and integrated.
- Workforce development should be one of the essential drivers for transfer initiatives.
- Discipline Councils (Faculty) would be established to increase communication between the public colleges and universities.
- Vice Presidents/Provosts from the post-secondary public colleges and universities shall meet quarterly to discuss transfer initiatives.
- Increase partnerships in program-to-program transfer.

**Project Team Composition:**

- Project Champion: BOR/BOTE
- Project Sponsor/Process Owner: Janice Minder, Scott DesLauriers
- Project Manager: Katie Maley, David Johnson
- Project Facilitator & Practitioner: Alfredo Mycue
- Project Team Members:
  1. Janice Minder (BOR)
  2. Pam Cariveau (BOR)
  3. Carly Handcock (BOR)
  4. Scott DesLauriers (BOTE)
  5. Open (BHSU)
  6. Provost Rebecca Hoey (DSU)
  7. Assistant Dean of Academics – Terri Cordrey (LATC)
  8. Vice President – Carol Grode-Hanks (MTC)
  9. Provost – Mike Wanous (NSU)

10. Provost – Lance Roberts (SDSMT)
11. Provost – Dennis Hedge (SDSU)
12. Vice President – Benjamin Valdez (STC)
13. Provost – Kurt Hackemer (USD)
14. Vice President – Deborah Toms (WDT)

**Timeline/Milestones:**

- April 2022 – Project Begins

**Time Considerations:**

Phase	Expected Number of Meetings and duration	Expected “Touch time” for Project Team	Approximate Date(s)
Charter It	♦ Session Time	30 Minutes	April 14
Vision It	♦ Session Time	2 Hours	April 14
Map It	♦ Session Time	2 Hours	April 14
Gap It	♦ Session Time	2 Hours	April 14
Build It	♦ Session Time	1 Hours	April 14
Strategic Discussion	♦ Session Time	2 Hours	April 15
Nursing Discussion	♦ Session Time	2 Hours	April 15
Total	Face-To-Face Meetings April 14-15	11.5 Project Team Hours	

**Other Charter Elements:**

- Goal – Presentation to Joint Appropriations Committee on the collaborative efforts during the 2023 Session.
- Objective - Team should identify a strategy for a state-wide nursing plan between the Technical Colleges, Board of Technical Education, Universities, and the Board of Regents.
- Timeline - The work for the Nursing framework development will occur between May – December 2022.
- Outcome: Principles of Transfer Agreement between BOR and BOTE – August 2022.

## **Principles for Transfer between the South Dakota Board of Regents and Board of Technical Education**

**Preamble:** Board of Regents and Board of Technical Education support the importance of seamless transfer between the South Dakota public post-secondary colleges and universities. This agreement includes the Principles of Transfer and represents an agreement between the public post-secondary technical colleges and universities toward their commitment to increase communication and transfer initiatives between the boards and the standards set forth for success.

### **Principles:**

1. Attentive to relevant Higher Learning Commission (HLC) standards, each public post-secondary South Dakota college and university will publish a straightforward, transparent, and an understood statement of institutional intent regarding the purposes, emphases, and structure of transfer between the colleges and universities.
2. Commitment to providing students with knowledge and abilities through a cohesive partnership between the South Dakota public colleges and universities by (a) committing to a shared and unified approach of General Education student outcomes, common course numbering, and assignment of faculty, (b) working toward agreements for associates to baccalaureate degrees (A2B), working on strategies for student success and educational attainment to and from the public colleges and universities, and (c) creating a mechanism to work together when discussions would help increase the commitment of seamless transfer.
3. Continuity between general education and the major should be made explicit through clear links between specific priorities of general education and specific expectations of major programs. Effective general education programs, offered in collaboration with majors, should prepare students for further study. Effective majors should affirm and build on the preparation general education provides.
4. Creating stackable credentials that would best meet the state of South Dakota workforce needs and overall well-being of the state of South Dakota related to program, degrees, and educational attainment.
5. Acknowledging that effective advising is critical to student success, South Dakota colleges and universities should enable and charge advisors (a) to undertake “intentional conversations” with all students concerning their educational goals, (b) to guide students in “navigating” a curriculum that links general education and the major, and (c) to enable students to understand the value of their degree program and future pursuits in education through stackable credentialing.



**Policies:**

1. The Board of Regents transfer policies can be found:
  - Board of Regents Policy 2:5 Seamless Transfer of Credit
  - Board of Regents Policy 2:5.1 Internal Regental Transfer
  - Board of Regents Policy 2:5.2 External Non-Regental Accredited Transfer
  - Board of Regents Policy 2:5.3 External Non-Regental Non-Accredited College/University and International Transfer
  - Board of Regents Policy 2:5.4 Prior Learning and Validated Transfer
  
2. Transfer of Credit Policy
  - Lake Area Technical College Policy
  - Mitchell Technical College Policy
  - Southeast Technical College Policy
  - Western Dakota Technical College Policy

Approved:

\_\_\_\_\_  
Board of Regents President\_\_\_\_\_  
Board of Technical Education President\_\_\_\_\_  
Date\_\_\_\_\_  
Date

South Dakota Board of  
**Technical Education**

## **Nursing Career Pathways Project Charter**

**Date: July 1, 2022**

### **Problem Statement:**

To fulfill the State's professional nursing needs through two integrated paths of development that establish a shared vision of nursing education in a streamlined and shared partnership by providing complementary curricula, seamless transfer, and a unified agreement for transfer of credits via a continuous communication and collaboration rhythm leading to expected competencies of our students.

### **Project Objective:**

- Short-Term - To create a statewide agreement including an articulation framework and an approved agreement including the public colleges and universities.
  1. RN to BSN.
  2. LPN to BSN.
  3. Reverse Transfer.
  4. Articulation for Independent Coursework.
- Long-Term – Develop alliances with clinical partners and employers creating additional awareness and benefits (onboarding opportunities) to students for the nursing pathways.
- Long-Term – Develop and implement a strategy for digital transfer of knowledge on transfer agreements; to enter into a shared agreement for a technology transfer software solution.
- Long-Term – Develop an advising model to promote both the technical colleges and the universities.

### **What Good Looks Like:**

- Defined Career Pathways
- Standard Competencies
- Block Transfer
- Accounting for Rural and Urban Needs
- Workforce Needs
- Effective Partnerships
- Outreach, Communicate, Marketing, Recruiting

### **Characteristics of the Future State:**

- Focus on the student and what is best for them:
  - Seamless; clarity/ease of admission requirements.
  - Focused on the profession; how to facilitate the advancement
- Focused on workforce needs. Articulation framework should reflect workforce commitment.
- Create a standard list of competencies that a diploma/associate degree in nursing would meet.
- Look at the diploma/associate curricula to see what the commonalities and what can be blocked.
  - General education block.
  - Major specific block.

### **Project Taskforce Composition:**

- Project Champion: Executive Director Brian Maher, Board of Regents
- Project Sponsor/Process Owner: Janice Minder, Scott DesLauriers
- Project Manager: Janice Minder
- Project Facilitator & Practitioner:
  - ReEngine - Alfredo Mycue and David Johnson (Facilitator)

- SDBOR - Carly Handcock (Recorder)
- Project Team Members:
  - BHSU Samantha Smith
  - LATC Amber Schleusner
  - LATC Jocelyn Starr
  - MTC Carena Jarding
  - MTC Carol Grode-Hanks
  - NSU Alyssa Kiesow
  - SDSU Heidi Mennenga
  - SDSU Mary Anne Krogh
  - STC Jaclyn Kramer
  - STC Kristin Possehl
  - USD Anne Kleinhesselink
  - USD Anne Pithan
  - WDT Kristen Hybertson
  - WDT Tiffany Howe
  - BOR Carly Handcock
  - BOR Janice Minder
  - BOTE Scott DesLauriers

#### **Charge:**

- Create Framework:
  - Who is on the consortium?
  - Draft framework.
  - Develop a timeline.
  - To Do's as we return to our institutions
    - Brief leadership and faculty on the framework.
    - Address: if we are to facilitate the framework, what would we need to accomplish (internally) to meet the expectations of the framework?
  - Return to consortium and present internal discussion points.
- We need 2 meeting tracks (again all collaboratively) for review committee.
  - Analysis of admission of Tech Schools and University admissions (can we streamline them).
    - Compare and contrast; what are the differences.
    - What are commonalities. Faculty input is important here.
    - Commission a tiger team(s) to accomplish these reviews. (Sequentially or in parallel)
  - Map the essentials (map competencies collaboratively).
    - What competencies are met by all the tech schools?
- Establish a meeting rhythm – 2X a month.

#### **Framework Components:**

- Purpose and Rationale
- Membership (task force)
- Membership of the Institutions
- Stakeholders
- Policy and Procedure
- Timeline
- Definitions of Concepts and Terms
- Student Eligibility
- Wraparound Advising
- Program Requirements
- Deliverables

- Action Items
- Analytics/Measurements
- Addendum General Education/Major Block Transfer

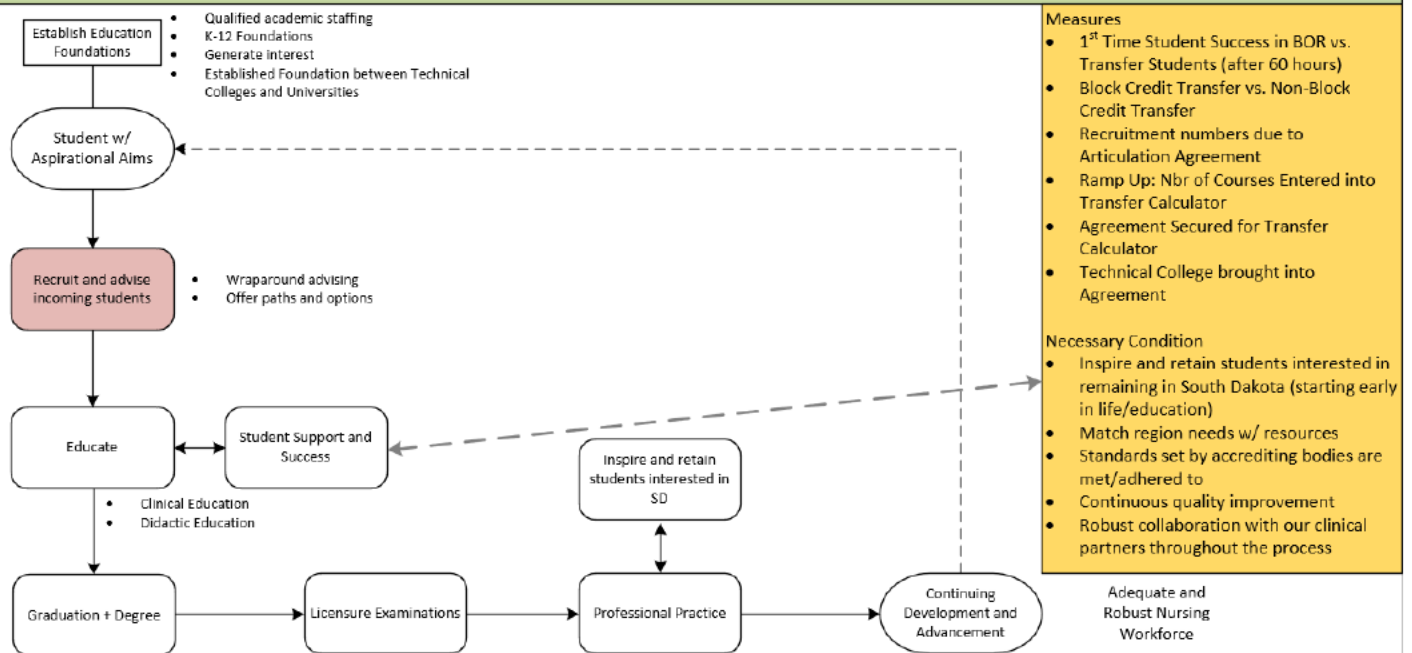
### Timeline/Milestones:

- July 2022 – Executive Director present to stakeholders.
- August 2022 – Framework initial draft developed.
- September 2022 – Gen-Ed block is agreed upon.
- October 2022 – introduce the concepts and goals of transfer initiative to faculty and staff.
- October 2022 – The major (nursing) block is agreed upon.
- October-November 2022 - Board of Nursing consulted and (if required) briefed.
- Mid-November 2022 – Brief to Executive Director, Board of Technical Education.
- November 2022 – Full Working Draft is developed for review and modifications.
- December 2022 – Final draft is provided to institution leadership (and widely disseminated).
- January 2023 - Consortium Brief to the SD Legislature.
- January-June 2023 – Institutions begin to make changes in accordance draft articulation agreement.
- June 2023 (at BOR/BOTE Board Meeting) - Final articulation signed (define the effective date).

### Other Charter Elements:

- **Strategic Compass**

Goal: To fulfill the State's professional nursing needs through two integrated paths of development that establish a shared vision of nursing education in a streamlined and shared system by providing complementary curricula, seamless transfer, and a unified agreement for transfer of credits via a continuous communication and collaboration rhythm leading to: expected competencies of our students.



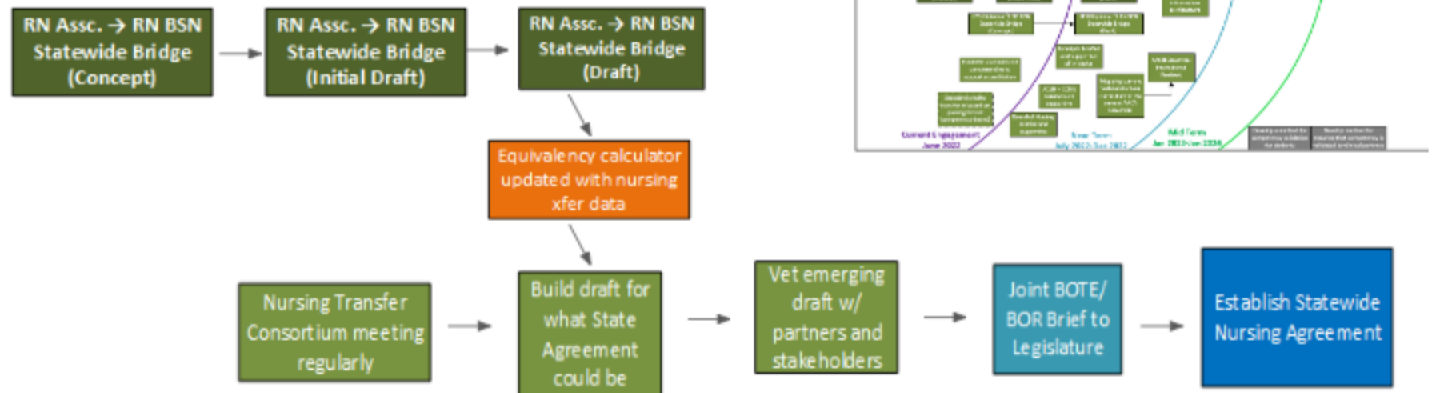
**WGLL Before Constraint:** We think strategically about both how and who we recruit, having developed effective methods. Our methods are geared towards the population we're attempting to recruit. We have determined how to effectively reach non-traditional students. We have an effective marketing plan to reach those students. We have a thorough student pipeline plan. Faculty have the bandwidth to support recruitment activities.

**WGLL Inside Constraint:** Potential students understand the pathways available to them. K-12 institutions help us strategically recruit based on evidence of past successes. There are adequate resources to recruit effectively (time, money, people, etc.). Broad marketing instruments are developed for South Dakota Nursing for example, Nursing Career Pathway. The programs market South Dakota as a one-stop shop. We effectively communicate why South Dakota's nursing programs are better than it's competitors': tuition, accessibility, etc. Our methods ignite people's passion for the profession.

- Strategic Path RN to BSN – Initial Focus – Short-Term Goal:



## Strategic Path: Nursing Transfer Consortium



### Charter Approval:

Dr. Brian Maher  
Executive Director Board of Regents

Date: \_\_\_\_\_

Nick Wendel  
Executive Director Board of Technical Education

Date: \_\_\_\_\_

## SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

**AGENDA ITEM: 9 – B**  
**DATE: June 22-23, 2022**

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**SUBJECT**

**New BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4 – Seamless Transfer of Credit  
 (First Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:5](#) – Transfer of Credit

[BOR Policy 2:7](#) – Baccalaureate General Education Curriculum

[BOR Policy 2:25](#) – Articulation of General Education Courses/No MOU

[BOR Policy 2:26](#) – Associate Degree General Education

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

[BOR Policy 2:31](#) – Articulation of General Education Courses/MOU

[SDBOR Strategic Plan](#)

**BACKGROUND / DISCUSSION**

The Board of Regents (BOR) developed and approved a new [Strategic Plan](#) for 2022-2027 which focused on five strategic goals. The second goal was defined as:

Access and Affordability: The Regental system is the largest public post-secondary education system in South Dakota. This system offers both undergraduate and graduate education. **Access to affordable** education is the cornerstones to ensuring South Dakotans attend a public post-secondary institution.

Within this goal (Access and Affordability), there were several enrollment management strategies identified. One objective centered around seamless transfer. The objective and action items regarding transfer include:

Objective:

Increase transfer enrollment by 5% through improved access to bachelor's degree programs for students with earned credits from technical and community colleges.

(Continued)

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**DRAFT MOTION 20220622\_9-B:**

I move to approve the first reading of the proposed revisions to BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4, as presented.



New BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4  
June 22-23, 2022

Actions:

1. Revise transfer policies and guidelines to be more student-centered.
2. Evaluate outcomes each year and reassess the policies and guidelines. Make changes as necessary to facilitate objectives.
3. Identify strategic partnership opportunities with the Board of Technical Education to improve traditional transfer and reverse transfer in South Dakota.

To implement this objective and action items, the Academic Affairs Council (AAC) over the last several months has been evaluating the transfer policies. To assist in this effort, a subcommittee was created. That subcommittee attempted to represent team members from each of the campuses in the following functional departments: registrar, BOR enrollment services center, academic affairs, and assessment. The work of that subcommittee has also been forwarded while in development to AAC, the Council of Presidents and Superintendents (COPS), and to functional campus departments such as financial aid and academic records. The team wanted to increase awareness of the progress on these policies and overall, on identifying campus and department needs during the evaluation.

The outcome of this team review is as follows:

- Transfer policy is complex; it required the team to review processes/practices in the Student Information System (Banner), review the process of transcript collection/review at the university, review the process of course syllabi at the university, and a review external universities and systems to identify trends, best practices.
- It was found that the Regents would not need a policy reflecting the memorandum of understanding or the lack thereof in BOR Policy 2:31 and BOR Policy 2:25. It was also found that there was not a need to have a policy on articulation agreements as found in BOR Policy 2:27.
- It was noted that the policy should reflect accreditation standards allowing a more succinct policy given the national and regional accreditation guidelines, policies, and functional review needs.
- It was agreed that new seamless student-centered transfer policies would strive to meet the goal of the Board of Regents Strategic Plan at it relates to transfer.
- It was noted that common definitions would be critical to facilitate policy and practice.
- There was a need identified to draft guidelines and student information system reference tools to better align with new proposed policy.
- Stakeholders recommended an overarching parent BOR Policy with sub-policies incorporating details specific to stakeholder needs to mitigate confusion of the students or applicants looking to transfer to the Regental system.

With these outcomes, the Board of Regents will find the first proposed new draft policies.

1. BOR Policy 2:5 Seamless Transfer of Credit [Parent Policy]
  - Aligned the structure of the policy to include the current formatting.

New BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4  
June 22-23, 2022

- Addition of the definitional section.
  - Addition of the Policy Statements.
  - Section on Waivers
  - Appeal Procedure
2. BOR Policy 2:5:1 South Dakota Regental System Transfer of Credit [Sub-Policy]
    - Aligned the structure of the policy to include the current formatting.
    - This policy reflects *only Regental system* credit hours earned and transcribed.
  3. BOR Policy 2:5:2 External (Non-Regental System) Accredited University/College Transfer of Credit [Sub-Policy]
    - Aligned the structure of the policy to include the current formatting.
    - This policy only reflects external (outside the Regental system) courses by *accredited* colleges and universities.
  4. BOR Policy 2:5:3 External (Non-Regental System) Non-Accredited Institution and International Transfer of Credit [Sub-Policy]
    - Aligned the structure of the policy to include the current formatting.
    - This policy only reflects external (outside the Regental system) courses by *non-accredited* and *international* colleges and universities.
  5. BOR Policy 2:5:4 Prior Learning and Validated Transfer of Credit [Sub-Policy]
    - Aligned the structure of the policy to include the current formatting.
    - This policy only reflects courses or hours through a prior learning experience such as a Test, or Military experience.

## IMPACT AND RECOMMENDATION

These policies have had many stakeholders review and consider changes both philosophically and operationally. Because these policies and the practices associated will require additional dialogue, Dr. Minder will continue to route them to additional stakeholders and will begin having more discussion on the operationalizing of these policies. The goal will be to incorporate AAC guidelines where needed and Student Information System reference guides for those stakeholders managing transfer. The second review will be in August of 2022 with the anticipated effective term of Fall 2022.

The timeline associated with this policy will be as follows:

- First Reading – June 2022 BOR Meeting
- Additional Stakeholder Meetings – July 2022
- AAC Guidelines/Student Information System Reference Guides – July 2022
- Second and Final Reading – August 2022 BOR Meeting

BOR academic staff supports the recommendation of approving BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4.



New BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4  
June 22-23, 2022

**ATTACHMENTS**

- Attachment I – Proposed New Draft of BOR Policy 2:5 (No Track Changes)
- Attachment II – New Proposed BOR Policy 2:5:1
- Attachment III – New Proposed BOR Policy 2:5:2
- Attachment IV – New Proposed BOR Policy 2:5:3
- Attachment V – New Proposed BOR Policy 2:5:4

## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual

**SUBJECT:** Seamless Transfer of Credit

**NUMBER:** 2:5

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#### **A. PURPOSE**

This policy outlines flexible pathways for students to transfer among institutions within and from outside the Regental system to enable their opportunities for success.

#### **B. DEFINITIONS**

1. **Accredited Institution:** Holding accreditation from one of the following institutional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education, New England Association of Schools and Colleges, Higher Learning Commission, Northwest Accreditation Commission, Southern Association of Colleges and Schools, WASC Senior College and University Commission (WSCUC).
2. **Articulation Agreement:** An agreement between two or among multiple institutions allowing for transfer of credit, either as course-by-course and/or as a block of credits.
3. **Associate College:** Institution at which the highest degree awarded is an associates degree.
4. **Block Credit:** A block of credits derived from a cluster of courses referenced in an articulation agreement between participating institutions.
5. **Common Catalog:** The catalog of courses shared by all Regental institutions allowing students to use coursework completed to fulfill degree requirements regardless of the home institution.
6. **Common Course Numbering:** The system shared numbering of equivalent courses among Regental institutions that facilitates the common course catalog.
7. **Course Evaluation:** A review completed by the appropriate registrar or designated official to compare descriptions, content, and level of course completed from an accredited or non-accredited institution.
8. **General Education:** Curriculum defined to develop learners' general knowledge, literacy, skills, and competencies which equip students for success with advanced curriculum, program and major completion, and career competencies.
9. **In-State:** Any public or private college or university physically located in South Dakota.
10. **Out-of-State:** A college or university not physically located in South Dakota.
11. **Prior Learning Assessments (PLA):** A process to evaluate learner competencies acquired by a student through formal and non-formal learning experiences that occurred outside of

the college classroom. (e.g., External Exam [CLEP, AP, IB, etc.], American Council on Education [ACE], Council on Adult and Experiential Learning [CAEL], etc.).

- 12. Program-to-Program Transfer:** Process whereby an entire curriculum or program of study is accepted between colleges and universities.
- 13. Receiving Institution:** The Regental university to which the student is transferring.
- 14. Regental Internal Transfer:** Process where an undergraduate course is used to meet a plan of study requirement at any Regental universities or when graduate credit is used on a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program (refer to BOR Policy 2:8.).
- 15. Regental University:** Defined as one of the six (6) public universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and the University of South Dakota.
- 16. Reverse Transfer:** The post-transfer recognition of college credits by the sending institution from credit earned at the receiving institution.
- 17. SD Technical College:** Colleges affiliated with the South Dakota Board of Technical Education: Lake Area Technical College, Mitchell Technical College, Southeast Technical College, and Western Dakota Technical College.
- 18. Sending Institution:** The institution from which a student is transferring.
- 19. Transfer Student:** A designation given to a degree-seeking student who transfers credit from a sending institution to a receiving institution.
- 20. WICHE (Western Interstate Commission for Higher Education):** A higher educational compact for which the Board of Regents is a member.
- 21. WICHE Interstate Passport:** A national program that enables seamless block transfer of lower-division general education attainment.

## **C. POLICY STATEMENTS**

### **1. Governance:**

- 1.1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
- 1.2. The Regental university must gain approval of any articulation agreement by the Board of Regents.
- 1.3. The Board of Regents governs the common course numbering and the common course catalog in their enterprise resource planning (ERP) system.
- 1.4. All courses are subject to all Board of Regents policies and any conditions for validation that are prescribed by the receiving institution.
- 1.5. The Regental general education shall be managed by the Academic Affairs Council with consultation with the general education faculty council.

**2. Quality:**

- 2.1. The legitimacy and quality of the sending institution shall be evaluated in part by its accreditation status.
- 2.2. Receiving institutional programmatic accreditation shall be evaluated when assessing transfer of credit.
- 2.3. Total transfer credit completed at an associate college shall not exceed one-half of the hours required for completion of the baccalaureate degree at the receiving institution.
- 2.4. Transfer grades are calculated into the GPA; grading schemes inconsistent with the Regental grading scheme will be converted to the Regental equivalent.
- 2.5. Credit is only applied once per course per degree; any course taken multiple times will be treated according to the repeat policy.

**3. Applicability:**

Credit is awarded when the academic program, level of study, and course content are similar in nature and applicable to the academic program of the receiving institution.

**4. Student-Centered:**

Students shall have the following options by which they can transfer within the Regental system or into the Regental system from an external institution.

- BOR Policy 2:5:1 Internal (within the Regental system) Transfer of Credit
- BOR Policy 2:5:2 External (Non-Regental) Accredited Institution Transfer of Credit
- BOR Policy 2:5:3 External (Non-Regental) Non-Accredited and International Transfer of Credit
- BOR Policy 2:5:4 Prior Learning Transfer of Credit

**D. PROGRAM SPECIFIC TRANSFER OF CREDIT WAIVERS**

1. The System Vice President for Academic Affairs may approve program-specific waivers of up to seventy-five (75) total transfer credit hours at the receiving institution.
2. Formal Board of Regents approval is required for a transfer of credit for:
  - 2.1. Baccalaureate program-specific waivers of seventy-six (76) total transfer credit hours up to a maximum of ninety (90) total transfer credit hours at the receiving institution.
  - 2.2. Graduate accelerated program-specific waivers of thirteen (13) total transfer credit hours up to a maximum of twenty-five (25) total transfer credit hours at the receiving institution.

**E. APPEAL PROCESS**

1. Transfer students who do not qualify for transfer of credit may appeal through the appropriate institutional appeal procedures. Institutions should publish appeal procedures in the catalog or another official institution publication.
2. The appeal procedures will be posted in the AAC Guidelines for transparency of the receiving institution process.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR August 2022.

## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual

**SUBJECT:** South Dakota Regental System Transfer of Credit

**NUMBER:** 2:5:1

---

#### **A. PURPOSE**

The Board of Regents governing the six public universities have established a common course catalog and common transcript to ensure a Regental student can seamlessly transfer within the Regental system. Student coursework, credit hours and grades are recorded on the student's transcript.

#### **B. DEFINITIONS**

See BOR Policy 2:5.

#### **C. GENERAL EDUCATION TRANSFER OF CREDITS**

1. Students who complete the System General Education Requirements (BOR Policy 2:7) at any Regental institution will have fulfilled the System General Education Requirements for their degree program. The completion of the requirements will internally transfer with the courses, credit hours and grades assigned regardless of the course distributions or approved course lists.
2. A student who has not completed all System General Education requirements at the sending institution will be required to complete additional coursework consistent with the course requirements at the receiving South Dakota Regental institution.
3. All prerequisites for associate and baccalaureate programs must be completed as determined by the student's degree plan.

#### **D. MAJOR SPECIFIC, VALIDATED, AND ELECTIVE TRANSFER OF CREDITS**

1. Students completing an internal transfer within the Regental system can request that program related, validated credits, and elective credits be transferred toward the degree requirements.
2. Credits earned through Pass/Fail grading options, credit-by-examinations, portfolio reviews, and other validated credit awards that may be known by other names at institutions will transfer as equivalent courses when available at the receiving institution.
3. Institutions will complete a course evaluation and if approved, the course, credit hours and grade will be equated in the student information system.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR August 2022.

DRAFT



## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual

**SUBJECT:** External (Non-Regental System) Accredited University/College Transfer of Credit

**NUMBER:** 2:5:2

---

#### **A. PURPOSE**

The Board of Regents governing the six public universities shall establish a policy on the transfer of credits from externally accredited universities and colleges. This policy shall only include those sending institutions that are accredited institutions. Students will be required to complete all requirements as outlined in the academic catalog.

#### **B. DEFINITIONS**

See BOR Policy 2:5.

#### **C. UNDERGRADUATE GENERAL EDUCATION**

##### **1. General Education Block Transfer of Credit**

- 1.1. A student who has completed general education requirements that are consistent with the six (6) goals and credit hour requirements outlined in [BOR Policy 2:7](#) will enter the Regental system having fulfilled the General Education program requirements.
- 1.2. 1.2 A student who has completed the WICHE (Western Interstate Commission for Higher Education) Interstate Passport, or other approved general education agreement requirements will have successfully fulfilled the General Education program requirements.
- 1.3. 1.3 Approved equivalent courses and grades are recorded on the transcript and credit will be identified in the student information system that general education has been satisfied.

##### **2. General Education Transfer of Credit**

- 2.1. All individual general education courses requests for transfer will have a course evaluation.
- 2.2. Approved equivalent courses and grades are recorded on the transcript.
- 2.3. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed.



## **D. UNDERGRADUATE PROGRAM MAJOR SPECIFIC AND ELECTIVE TRANSFER OF CREDIT**

### **1. Major or Elective Courses**

- 1.1. The university-specific degree or plan of study requirements determine if the requested courses are applicable to the student's degree program at that university and if they meet the minimum grade criteria required by the program.
- 1.2. University discretion is permitted in acceptance of courses.
- 1.3. During any subsequent evaluation, equivalencies for system common courses and system general education courses may not be changed. Changes may occur in unique major or elective course requests. The institution must communicate to the student the changes and support for changes.
- 1.4. Remedial courses (as identified on the sending institution's transcript) received in transfer are recorded, transcribed, and assigned an equivalency. Credits earned from remedial courses will not be applied toward a student's graduation requirements.
- 1.5. Approved courses, grades and credit hours are recorded on the transcript.

### **2. Block Transfer of Credit by Articulation Agreements**

- 2.1. Universities may enter into an articulation agreement including transfer of a cluster of courses for block credit toward the student's degree program with the approval of the Executive Director, or designee, and the Board of Regents.
- 2.2. Following a course evaluation ensuring the agreement was adhered, credits will be transferred as a block and a grade of CR applied.
- 2.3. All approved equivalent courses and credit hours are recorded on the transcript, but the grade earned at the sending institution is not recorded or calculated into the grade point averages.
- 2.4. Students and the receiving university may utilize a course-by-course equivalency upon request instead of the block credit (see Sections D.1 and D.3).

### **3. Program-to-Program Transfer**

- 3.1. Universities may enter into a program-to-program articulation agreement with the approval of the Executive Director, or designee, and the Board of Regents.
- 3.2. A program-to-program agreement may provide for proactive/guaranteed admission to the receiving institution upon a student completing the requirements at the sending institution. (i.e., Associates to Bachelors [A2B] where the first two years are completed at a non-baccalaureate institution [AS degree] toward the receiving institution's baccalaureate degree).
- 3.3. A program-to-program agreement will define the requirements of the program, major emphasis, credit hours received and a pathway to degree attainment.
- 3.4. Approved equivalent courses, grades and credit hours are recorded on the transcript.

**4. Reverse Transfer**

- 4.1. Universities may enter into an articulation agreement with the approval of the Executive Director, or designee, and the Board of Regents.
- 4.2. This is utilized primarily for attainment of an associate degrees through credits earned at the receiving institution and degree awarded by the sending institution. This reverse transfer can be utilized for any academic credential as defined by the agreement.

**E. GRADUATE PROGRAM MAJOR SPECIFIC AND ELECTIVE TRANSFER OF CREDIT**

1. The receiving university-specific plan of study requirements determines if the course requests are applicable to the student's degree program.
2. Transfer credits will have a course evaluation completed by the receiving institution.
3. After the course evaluation is completed, courses will be recorded as either specific major course equivalencies or courses may be recorded as electives, and equivalencies granted.
4. Approved grades and credit hours will be recorded on the transcript.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR August 2022.

## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual

**SUBJECT:** External (Non-Regental System) Non-Accredited University/College and International Transfer of Credit

**NUMBER:** 2:5:3

---

#### **A. PURPOSE**

The Board of Regents governing the six public universities shall establish a policy on the transfer of credits from externally non-accredited universities and colleges. This policy shall only include those sending institutions that are non-accredited institutions or international institutions.

#### **B. DEFINITIONS**

See BOR Policy 2:5.

#### **C. Undergraduate/Graduate Transfer of Credit**

##### **1. General Education Transfer of Credit**

- 1.1. University discretion is permitted in acceptance of general education courses. Courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the receiving institution.
- 1.2. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed.
- 1.3. Approved equivalent courses, grades and credit hours are recorded on the transcripts.

##### **2. Major Specific, Validated Credit and Elective Transfer of Credit**

- 2.1. The receiving university discretion is permitted in acceptance of courses. All degree requirements determine course transfers.
- 2.2. Major specific and elective courses considered for transfer are subject to all Board of Regent policies and any conditions for course evaluation and validation that may be prescribed by the receiving institution.
- 2.3. Subsequent course evaluation completed shall not change equivalencies for system common courses and system general education courses.
- 2.4. Subsequent course evaluation may change and can be inactivated for major and elective courses and additional equivalencies may be added and evaluated.
- 2.5. Approved equivalent receiving institution courses, grades and credit hours are recorded on the transcript.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR August 2022.

DRAFT

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Prior Learning and Validated Transfer of Credit

**NUMBER:** 2:5:4

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### **A. PURPOSE**

The Board of Regents governing the six public universities shall establish a policy on the transfer of credits related to Prior Learning or other Validated credits.

### **B. DEFINITIONS**

See BOR Policy 2:5.

### **C. PRIOR LEARNING TRANSFER OF CREDIT**

As with the assessment of classroom learning, the objective of prior learning assessment is to identify student competency related to a specific set of learning outcomes. This policy only applies to transfer students who earned and have evidence of the credit outlined in their transcript. The Regental universities should provide transfer students the same opportunities as continuing students to demonstrate their competence using internally and/or externally developed tests, ACE credit recommendations for military and non-military training, portfolio assessment procedures and/or other competency-based alternatives.

#### **1. General Requirements**

- 1.1. Credit earned through validation methods other than nationally recognized examinations is limited to a maximum of thirty (30) hours of credit for baccalaureate degrees and fifteen (15) hours of credit for associate degrees.
- 1.2. The Regental system will establish proficiency score levels, courses for which credit by examination is appropriate, policies on fees, and other related policies.
- 1.3. The Discipline Councils will provide consultation to the Academic Affairs Council as it relates to competencies, course equivalencies, and other requirements to the system academic staff.

#### **2. Credit by Exam**

- 2.1. Credit for college level courses granted through nationally recognized examinations such as CLEP, AP, DSST, etc., will be evaluated and accepted for transfer if equivalent to Regental courses and the scores are consistent with Regental policies.
- 2.2. Such credits are only valid if transcribed by a sending institution within five years of the student taking the examination.

- 2.3. Regental institutions shall honor credits from nationally recognized examinations transcribed to meet degree requirements at a non-Regental institution.
  - 2.3.1. If credit received through validation is applied as elective credit, it may only be applied at the 100 or 200 level.
  - 2.3.2. Credit received through validation may apply to System General Education Requirements.
- 2.4. After the course evaluation is completed, the approved equivalent receiving institution courses and credit hours are recorded with a grade of EX on the transcript, but the grade earned at the sending institution is not recorded or calculated into the grade point average.

### **3. Military Credit**

- 3.1. Validation of military credit is limited to an additional thirty (30) hours of credit for baccalaureate degrees and an additional fifteen (15) hours of credit for associate degrees.
- 3.2. University discretion is permitted in acceptance of validated military credit for graduate programs, limited to a maximum of twelve (12) credit hours.
- 3.3. After the course evaluation is completed, the approved equivalent receiving institution courses and credit hours are recorded with a grade of CR on the transcript.
- 3.4. The grade earned at the sending institution is not recorded or calculated into the grade point average.

## **FORMS / APPENDICES:**

None

## **SOURCE:**

BOR August 2022.



**SOUTH DAKOTA BOARD OF REGENTS****Academic and Student Affairs**

**AGENDA ITEM: 9 – C**  
**DATE: June 22-23, 2022**

\*\*\*\*\*

**SUBJECT**

**Repeal BOR Transfer Policies 2:25, 2:27, and 2:31 (First Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:25](#) – Articulation of General Education Courses/No MOU

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

[BOR Policy 2:31](#) – Articulation of General Education Courses/MOU

[SDBOR Strategic Plan](#)

**BACKGROUND / DISCUSSION**

With the June BOR Item 9-B, the current Board of Regents (BOR) Transfer of Credit policies listed below have been recommended for repeal. These will be replaced in August of 2022 with the new proposed transfer policies as outlined in Item 9-B.

- [BOR Policy 2:25](#) – Articulation of General Education Courses/No MOU
- [BOR Policy 2:27](#) – Program to Program Articulation Agreements
- [BOR Policy 2:31](#) – Articulation of General Education Courses/MOU

**IMPACT AND RECOMMENDATION**

The Academic Affairs Council (AAC) have reviewed and support the repealing of policies 2:25, 2:27 and 2:31 in conjunction with the implementation of the new transfer policies outlined in Item 9-B.

The timeline associated with these policies will be as follows:

- First Reading – June 2022 BOR Meeting
- Second and Final Reading – August 2022 BOR Meeting

Board staff recommends approval.

**ATTACHMENTS**

Attachment I – Repeal BOR Policy 2:25

Attachment II – Repeal BOR Policy 2:27

Attachment III – Repeal BOR Policy 2:31

\*\*\*\*\*

**DRAFT MOTION 20220622\_9-C:**

I move to approve the first reading to appeal BOR Policies 2:25, 2:27, and 2:31, as presented.

## **SOUTH DAKOTA BOARD OF REGENTS**

### **Policy Manual**

**SUBJECT:** ~~Articulation of General Education Courses: South Dakota Technical Colleges without a Memorandum of Agreement with the Board of Regents~~

**NUMBER:** ~~2:25~~

---

#### **A. PURPOSE**

~~To regulate the articulation of General Education courses between the Regental system and South Dakota Technical Colleges when no Memorandum of Agreement is in place.~~

#### **B. DEFINITIONS**

None

#### **C. POLICY**

##### **1. Criteria**

- ~~1.1. Articulation of General Education courses will be a Regental system to technical college process.~~
- ~~1.2. Articulation will include the General Education courses designated as the System General Education Requirements for the Regental institutions.~~
- ~~1.3. General Education courses may be articulated as acceptable for transfer to all Regental institutions for lower division credit. No courses numbered 099 or lower, including remedial and non degree credit courses, will be articulated.~~
- ~~1.4. Technical college instructors teaching general education courses articulated with the Regental institutions must meet the criteria specified below. Prior to each semester, the technical colleges will provide the Board Office with the names, vitae, and graduate transcripts of not previously approved faculty teaching the articulated courses, and the faculty must be approved by the Board Office prior to the course being taught. The Board Office will provide the Department of Education and Cultural Affairs with the list of approved faculty.~~
  - ~~1.4.1. Technical college faculty have either a master's degree in the subject/discipline being taught or any master's degree typically with eighteen (18) graduate hours in the subject/discipline being taught.~~
  - ~~1.4.2. Faculty who do not meet the criterion above must be actively pursuing courses of study that will lead to these degrees within three (3) to five (5) years.~~



- 1.4.3. ~~If a university specialized accrediting agency establishes standards for faculty credentials, those standards will be followed.~~
- 1.5. ~~Emergency short term exceptions will be accepted.~~
- 1.6. ~~Once a course is approved for Regental system to technical college articulation, the courses offered in the postsecondary technical college system will be numbered to conform to the common course numbering model of the Board of Regents System. Common numbering and titles will facilitate the transfer process.~~
- 2. Process**
- 2.1. ~~Requests for articulation by the postsecondary technical colleges will be forwarded to the System Chief Academic Officer in the Office of the Executive Director of the Board of Regents for action by the Academic Affairs Council. The course requests will include the following material from the immediately preceding semester: a copy of the syllabus (including detail of course content), tests indicating the skill level students are required to meet, evaluation and grading procedures, and a list of all faculty who teach the course and copies of their vitae and transcripts.~~
- 2.2. ~~The System Chief Academic Officer will refer articulation proposals to the Academic Affairs Council or designee.~~
- 2.3. ~~Once a course is articulated, it is the responsibility of each party to submit a new proposal when any aspect of the course is changed, including number, content, outcomes, faculty, etc.~~
- 3. Transfer**
- 3.1. ~~Transfer of courses from South Dakota postsecondary technical colleges is governed by Board policies 2:5, 2:25, 2:26, 2:27, and 2:31.~~
- 3.2. ~~High school dual credit courses offered or accepted by technical colleges must be validated by AP or CLEP examinations before being accepted in transfer to Regental institutions. The Regental system has established the minimum scores on each AP and CLEP examination necessary to receive credit.~~
- 4. Associate Degrees**
- 4.1. ~~The Associate of Applied Science degree is a non transferable degree. General education coursework for such degrees may be transferable only when a specific program to program articulation agreement exists.~~

## **FORMS / APPENDICES:**

None

## **SOURCE:—**

~~BOR June 1997; BOR March 1998; BOR August 1999; BOR June 2005; BOR October 2017; July 2020 (Clerical).~~

# **SOUTH DAKOTA BOARD OF REGENTS**

## **Policy Manual**

**SUBJECT:** ~~Program to Program Articulation Agreements~~

**NUMBER:** ~~2:27~~

---

### **A. PURPOSE**

~~To regulate program to program articulation agreements.~~

### **B. DEFINITIONS**

~~None~~

### **C. POLICY**

#### **1. Criteria**

- ~~1.1. The Associate of Arts degree is a transferable degree. Students completing an Associate of Arts degree and transferring must fulfill all college, major, minor, certificate, and other degree requirements of the receiving campus.~~
- ~~1.2. The Associate of Science degree is a terminal degree. However, it is transferable when a specific degree articulation agreement exists between a given A.S. degree and a specific baccalaureate degree.~~
- ~~1.3. The Associate of Applied Science degree is a non-transferable degree. Credit hours for such degrees may be transferable only when a specific articulation program to program agreement exists.~~
- ~~1.4. Articulation agreements will be applicable throughout the Regental system in the manner specified during the approval process.~~
- ~~1.5. Articulation agreements will be applicable only to Regental institutions offering equivalent programs.~~

#### **2. Process for Agreements with Accredited Colleges and Universities**

- ~~2.1. Agreements will be developed by Regental institutions and faculty according to institutional guidelines.~~
- ~~2.2. These agreements will be forwarded to the Academic Affairs Council for system review. The Academic Affairs Council will make a recommendation to the Council of Presidents and Superintendents and the Board of Regents.~~
- ~~2.3. Once a program is articulated, it is the responsibility of each institution to submit a new proposal when any aspect of the agreement is changed.~~

~~2.4. Articulation agreements will be reviewed as part of the seven (7) year institutional program review process and submitted to the Academic Affairs Council.~~

### **3. ~~South Dakota Technical Colleges with a Memorandum of Agreement with the Board of Regents~~**

~~3.1. The Memorandum of Agreement with the South Dakota technical colleges approved by the Board of Regents (BOR) and Board of Education (BOE) includes program to program agreements.~~

~~3.2. General education courses as part of program to program articulation agreements will be governed by Board Policy 2:31, Articulation of General Education Courses: South Dakota Technical Colleges with a Memorandum of Agreement with the Board of Regents.~~

~~3.3. Transfer of technical course credit hours as part of program to program articulation agreements is governed by Board policy 2:5, Transfer of Credit.~~

~~3.4. Process for developing program to program articulation agreements~~

~~3.4.1. The Regental university Vice President for Academic Affairs or designee contacts the BOR System Chief Academic Officer to identify interest in developing a specific program to program articulation agreement, or the technical college director or designee contacts the BOR System Chief Academic Officer to identify interest in developing a specific program to program articulation agreement.~~

~~3.4.2. The BOR System Chief Academic Officer will work with the Regental university(ies) to draft the proposed program to program articulation agreement and submit it to the technical college(s) for review.~~

~~3.4.3. After the university and technical college have agreed on the proposed program to program articulation agreement, the BOR System Chief Academic Officer will submit the proposed articulation agreement to the BOR for approval.~~

### **4. ~~South Dakota Technical Colleges without a Memorandum of Agreement with the Board of Regents~~**

~~4.1. Program to program articulation agreements will not be developed with South Dakota technical colleges that do not have a memorandum of agreement with the Board of Regents.~~

~~4.2. Program to program articulation agreements existing in June 2005 will remain in place.~~

~~4.3. Transfer of general education courses will be governed by Board Policy 2:25, Articulation of General Education Courses: South Dakota Technical Colleges without a Memorandum of Agreement with the Board of Regents.~~

~~4.4. Transfer of technical course credit hours is governed by Board policy 2:5, Transfer of Credit.~~

**~~FORMS / APPENDICES:~~**

None

**~~SOURCE:~~**

~~BOR June 1997; BOR October 1997; BOR December 1997; BOR August 1999; BOR June 2005;  
BOR March 2018; July 2020 (Clerical).~~

## **SOUTH DAKOTA BOARD OF REGENTS**

### **Policy Manual**

**SUBJECT:** ~~Articulation of General Education Courses: South Dakota Technical Colleges with a Memorandum of Agreement with the Board of Regents~~

**NUMBER:** ~~2:31~~

---

#### **A. PURPOSE**

~~To regulate the articulation of General Education courses between the Regental system and South Dakota Technical Colleges when a Memorandum of Agreement is in place.~~

#### **B. DEFINITIONS**

None

#### **C. POLICY**

##### **1. Criteria**

- ~~1.1. Articulation of General Education courses will be a Regental system to technical college process governed by a Memorandum of Agreement.~~
- ~~1.2. Articulation will include the 100 and 200 level General Education courses designated as the System General Education Requirements for the Regental institutions.~~
- ~~1.3. Technical college instructors teaching general education courses articulated with the Regental institutions must meet the criteria specified below.~~
  - ~~1.3.1. Technical college faculty have either a master's degree in the subject/discipline being taught or any master's degree typically with eighteen (18) graduate hours in the subject/discipline being taught.~~
  - ~~1.3.2. Faculty who do not meet the criterion above must be actively pursuing courses of study that will lead to these degrees within three (3) to five (5) years.~~
  - ~~1.3.3. If a university specialized accrediting agency establishes standards for faculty credentials, those standards will be followed.~~
  - ~~1.3.4. The university Vice President for Academic Affairs can approve short term exceptions.~~

##### **2. Course Delivery**

- ~~2.1. The Regental universities will be responsible for the delivery of general education courses that articulate to the universities.~~

- ~~2.2. General education courses that do not articulate to the universities are the responsibility of the technical college.~~

### **3. Transfer**

- ~~3.1. General Education courses delivered by a Regental university to a technical college with a Memorandum of Agreement with the Board of Regents will transfer to all Regental universities.~~
- ~~3.2. Transfer of general education courses from South Dakota postsecondary technical colleges is governed by Board policies 2:5, 2:25, 2:26, 2:27, and 2:31.~~
- ~~3.3. High school dual credit academic courses offered or accepted by technical colleges must be validated by AP or CLEP examinations before being accepted in transfer to Regental institutions. The Regental system has established the minimum scores on each AP and CLEP examination necessary to receive credit.~~

## **FORMS / APPENDICES:**

None

## **SOURCE:—**

~~BOR June 2005; BOR October 2017; July 2020 (Clerical).~~

## Board of Regents

Dr. Brian Maher, Executive Director

## Board of Technical Education

Nick Wendell, Executive Director



South Dakota Board of  
**Technical Education**

## Nursing Outlook in South Dakota



- Healthcare needs are growing across South Dakota (SDDHS).
- The Board of Regents and the Board of Technical Education are committed to training more quality nurses for the state.
- South Dakota has had a **5.7% job growth** in registered nurses from 2016 to 2020 (SDBON).
- South Dakota will have **an additional job growth of 1,703** registered nurses or 13.2% by 2028 (SDDOL).
- South Dakota has an average annualized **salary of \$60,956** for registered nurses (SDDOL).
- South Dakota average registered **nurse age is 44.6** (SDBON).
- **13.9% of all registered nurses (2,362) are expected to leave or retire** from nursing in the next five years (SDBON).



Reference: South Dakota State Plan on Aging, 2017-2021 SD Department of Human Services. <https://dhs.sd.gov/LTSS/docs/FINAL%20Signed%20South%20Dakota%202017-2021%20State%20Plan%20on%20Aging.pdf>.  
 Reference: South Dakota Workforce Report, 2020 Labor Market Information Center SD Department of Labor. [https://dlr.sd.gov/lmic/publications/labor\\_market\\_reports/workforce\\_report\\_2020.pdf](https://dlr.sd.gov/lmic/publications/labor_market_reports/workforce_report_2020.pdf).  
 Reference: State Nursing Shortage Exacerbated by the Pandemic. SDB, Lee Strubinger. Accessed on January 25, 2022. <https://listen.sdb.org/healthcare/2022-01-04/state-nursing-shortage-exacerbated-by-the-pandemic>.  
 Reference: South Dakota Nursing Workforce 2021 Supply and Employment Characteristics. South Dakota Board of Nursing. <https://doh.sd.gov/documents/CNW2021NsgWFRpt1.pdf>.

## NURSING PROGRAMS: Meeting South Dakota Workforce Needs



### University of South Dakota

- Bachelor:
  - Nursing (BSN)
  - Nursing RN to BSN (BSN)
- Masters:
  - Nursing Practice – Information (MSN)
- Doctoral:
  - Nursing Practice – Leadership (DNP)
  - Nurse Anesthesia (CRNA)

### South Dakota State University

- Bachelor:
  - Nursing (BSN)
  - Nursing Accelerated (BSN)
  - Nursing RN to BSN (BSN)
- Masters:
  - Nursing – Clinical Leader (MS)
  - Nursing – Administrator (MS)
  - Nursing – Educator (MS)
  - Nursing – Psych Mental Health (MS)
- Doctoral:
  - Nursing (DNP)
  - Nursing (PhD)
  - Nursing – Family (DNP)



Locations for USD: Vermillion and Sioux Falls; Online

Locations for SDSU: Brookings, Sioux Falls, Rapid City, Aberdeen; Online

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## NURSING PROGRAMS: Meeting South Dakota Workforce Needs



### Lake Area Technical College

- Diploma - LPN
- Associates - RN

### Mitchell Technical College

- Diploma - LPN
- Associates - RN

### Southeast Technical College

- Diploma - LPN
- Associates - RN

### Western Dakota Technical College

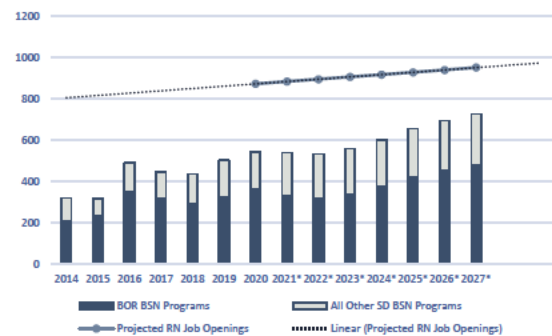
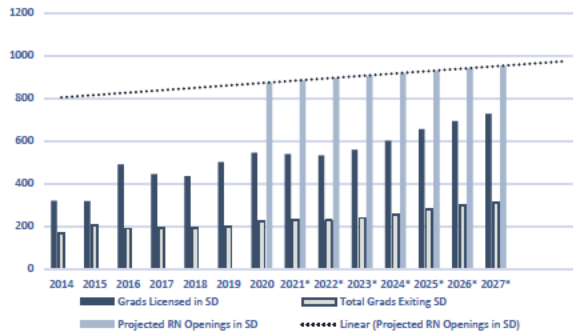
- Diploma - LPN
- Associates - RN



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## PROJECTIONS: Estimates of Licensed RN's



\*Assumptions include estimates based on licensure history, Workforce and Degree Gap Analysis, SDBOR data on graduates remaining in the State of South Dakota, and a 3% growth in non-BOR schools.

\*Only BSN Nursing Programs reviewed.

\*Assumption that all licensed nurses are employed – note, this is only an assumption for this model of evaluation.

Reference: US Department of Labor Long Term Employment Projections retrieved from [https://projectionscentral.org/Projections/LongTerm?AreaName=&Name=registered-nurses&Items\\_per\\_page=10](https://projectionscentral.org/Projections/LongTerm?AreaName=&Name=registered-nurses&Items_per_page=10)

Reference: South Dakota Board of Nursing, South Dakota Annual Report of Nursing Education Programs 2020. <https://doh.sd.gov/documents/2020SDBONAnnualEducationReport.pdf>

Reference: Regents Information System Reporting

Reference: Emsi Workforce and Degree Gap Analysis, SDBOR 2021.

Note: Data Analyzed for Nursing Presentation JCA February 1, 2022

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## STEPS TO ACHIEVE WORKFORCE NEEDS: South Dakota Board of Regents Tuition Rates



### Legislative Session 2021-2022 – Self-Support Tuition Rates

- 2021 (Senate Bill 27)
- 2022 (House Bill 1024)
- Provides the Board of Regents flexibility
- Supports initiatives to produce more graduates
  - high-demand health care fields
  - Rapid City and Sioux Falls areas.

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## STEPS TO ACHIEVE WORKFORCE NEEDS: West River Health Science Center



### Legislative Session 2022 – Health Sciences Addition

- 2022 (Senate Bill 43)
- Black Hills State University - Rapid City
  - \$8M in American Rescue Plan Act
  - \$7,114,644 Other Fund
  - \$2M Monument Health



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## STEPS TO ACHIEVE WORKFORCE NEEDS: Lincoln Hall Project



### Legislative Session 2022 – Lincoln Hall

- 2022 (Senate Bill 44)
- Northern State University - Aberdeen
  - \$29.5M in American Rescue Plan Act
  - Partnership with South Dakota State University Nursing
  - Accelerated Nursing Program at NSU



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## STEPS TO ACHIEVE WORKFORCE NEEDS: University of South Dakota – Sioux Falls Health Sciences



### Board of Regents

- April 2019 Memorandum of Understanding
  - Rescinded June 2022
- University of South Dakota - Sioux Falls
  - Plan Approved in June 2022
- Health Science Focus



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## STEPS TO ACHIEVE WORKFORCE NEEDS: Prairie Lakes Healthcare Center of Learning



### Lake Area Technical College – Watertown

#### Investment

- \$3,100,000 (Prairie Lakes Healthcare System)
- \$3,000,000 (South Dakota Health and Educational Facilities Authority)
- Additional equipment support from the State of South Dakota

#### Capacity

- Increase capacity in **Practical Nursing** and **Registered Nursing** programs by more than **200** students by 2027.
- Increase capacity in all healthcare related programs by **300** students.



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## STEPS TO ACHIEVE WORKFORCE NEEDS: Health Sciences Clinical Simulation Center



### Southeast Technical College – Sioux Falls

#### Investment

- \$5,200,000 Ten-Year Lease (Forward Sioux Falls)
- \$5,000,000 Renovation (Avera Health and Sanford Health)
- \$4,500,000 Equipment (State of South Dakota)

#### Capacity

- Increase capacity in **Practical Nursing** and **Registered Nursing** programs by more than **110** students by 2024.
- Increase capacity in all healthcare related programs by **150** students.



SOUTHEAST  
Technical College

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## STEPS TO ACHIEVE WORKFORCE NEEDS: Increasing Access through Additional Locations



### Lake Area Technical College | Capital City Campus, Pierre

- Practical Nursing (16)

### Southeast Technical College | Huron Community Campus, Huron

- Practical Nursing (10)
- Registered Nursing (16)

### Western Dakota Technical College | Philip and Whitewood

- Practical Nursing (16)



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## STEPS TO ACHIEVE WORKFORCE NEEDS: Increasing Access/Affordability



South Dakota Board of  
**Technical Education**

### • Build Dakota Scholarship Program

- Avera Health
- Monument Health
- Sanford Health
- Industry Partners

### • Freedom Scholarship

- Governor/Legislature/State of South Dakota
- First PREMIER Bank
- Avera
- Sanford
- South Dakota Community Foundation



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## STEPS TO ACHIEVE WORKFORCE NEEDS: Summer Career Exploration Camps



South Dakota Board of  
**Technical Education**



### Career Exploration Camps Project

- Grant funded by South Dakota Department of Education, American Rescue Plan Act

### Project Goal

- Provide Rising 7<sup>th</sup> and 8<sup>th</sup> Graders Exposure to Career Pathways
- LPN-RN-BSN-Graduate

### Major Milestone

- Three-Year Funding
- Summer 2022 – 300 Students
- Summer 2023 – 600 Students
- Summer 2024 – 600 Students

14

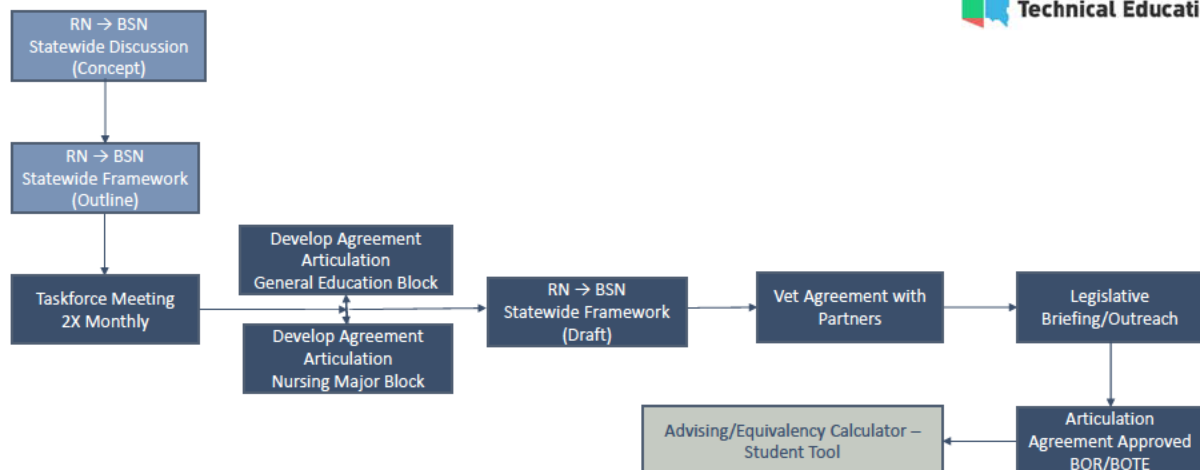
## STEPS TO ACHIEVE WORKFORCE NEEDS: Articulation Agreement Framework



- **Project Participants**
  - Board of Regents and Board of Technical Education
  - Black Hills State University, Northern State University, South Dakota State University, University of South Dakota
  - Lake Area Technical College, Mitchell Technical College, Southeast Technical College, Western Dakota Technical College
- **Goal - Statewide System Articulation Agreement/Pathway**
  - RN-BSN
  - LPN-BSN
  - Transfer to Technical Colleges from Universities
- **Major Milestone**
  - Articulation Agreement Approved June 2023

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## RN-BSN AGREEMENT FRAMEWORK WORKFLOW



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## CALL TO ACTION Statewide Partnership

### Success:

- Public Post-Secondary Commitment
- Communication/Support from the Board of Nursing
- Clinical Partners/Partnerships
- Employer Affiliation/Support



South Dakota Board of  
**Technical Education**

**SOUTH DAKOTA BOARD OF REGENTS**

**Planning Session**

**AGENDA ITEM: 4 – E**  
**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**Senate Bill 55 Updates – Academic and Finance**

**CONTROLLING STATUTE, RULE, OR POLICY**

[SB55 Taskforce Report and Recommendations](#)

**BACKGROUND / DISCUSSION**

In [October 2021](#), the Regents approved the final Senate Bill 55 (SB55) report. Dr. Janice Minder and Heather Forney will present to the Board of Regents an updated status report on the 35 recommendations. The Council of Presidents reviewed this updated report during their July 2022 meeting.

**IMPACT AND RECOMMENDATION**

The Board of Regents should discuss the report provided during the planning session.

**ATTACHMENTS**

Attachment I – Updated Report to the Regents

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**INFORMATIONAL ITEM**



SB55 Recommendations	Adopted	Status	Progress	Est. Comp. Date	Responsible Department	Comments
						In March 2022, BOR approved the new policy adopted from the SB55 committee. Data metrics are being developed and will be available in August 2022. A review for Fall and Spring will be conducted and reported to the Board in August 2023.
Revise Course Section Enrollment Policies	Yes	In progress	75%	8/31/2023	Academics	In March 2022, BOR approved the new policy adopted from the SB55 committee. Forms have been updated and will move to Team Dynamix for a more efficient solution (moving from paper forms to online forms). Data metrics are being developed and will be available in August 2022. An agenda item will be presented to the Board of Regents at their August retreat on Duplication and the use of Emsi and other workforce reporting.
Utilize Data-driven Program Gap Analysis to Inform Decisions	Yes	In progress	75%	8/31/2022	Academics	In March 2022, BOR approved the new policy adopted from the SB55 committee. Data metrics are being developed and will be available in August 2022.
Revise Low Enrollment and Low Graduate Policies	Yes	In progress	75%	8/31/2022	Academics	The AAC Guideline has been updated as an initial step to work toward efficiencies. A team has been developed to pursue additional efficiencies.
Refine Distance/Online Education Policies	Yes	In progress	50%	12/31/2023	Academics	The Council of Presidents have received a draft mission statement for which they will use only as a starting document to further refine to meet their campus needs. The presidents met in May to discuss next steps. A follow up meeting with COPS is scheduled in July 2022. Policy documentation will be provided to the BOR at their August BOR meeting.
Update University Missions	Yes	In progress	75%	8/31/2023	Academics	BOR is currently negotiating a contract for Tableau. Until this is completed, the project is on hold. The technology will allow the campuses to further define their peers. Merger between Tableau and Salesforce delay in contract which has been requested but not completed since February 2022.
Update Peer Institutions	Yes	In progress	25%	9/1/2022	Academics	
Investigate Options for Expanding System-wide Library Resources	Yes	Ongoing	N/A	N/A	Academics	As contracts come up, the System Library Council reviews to determine where additional synergy and efficiency can be gained. This is part of the review process for contract renewal. A Master Service Agreement for OCLC will be completed for the library systems creating an efficiency so each campus will not have to enter into a new agreement.
Expand Student Mental Health Options through Telehealth	Yes	Ongoing	N/A	N/A	Academics	This was adopted in the strategic plan. The universities are adopting a statewide voucher that will provide additional monies through 2024. Additional grants are being evaluated. This project will require additional costs. MHEC will present to enrollment management and student affairs council on July 18th to further discuss needs.
Increase Internal Collaboration on Online Course Delivery	Yes	Ongoing	N/A	N/A	Academics	Campuses have started to created collaborative agreements. A few have already been adopted and are posted on the AAC website.

SB55 Recommendations	Adopted	Status	Progress	Est. Comp. Date	Responsible Department	Comments
Implement Shared Service and Project Management Software	Yes	In progress	75%	12/31/2022	All	Team Dynamix was purchased for the system. The Technology ticketing has been implemented in four of the six campuses. The remaining two were completed end of May 2022. The next effort will move to online form creation, call center ticketing for departments, etc. Board office - academic and student affairs have started to migrate to this platform. Regents Information Systems have already implemented the ticketing portion of the system.
	Yes	Ongoing	N/A	N/A	All	Currently, Academics, Finance/Technology, and HR have Lean Projects underway. All are at different points of implementation. This was added to the Strategic Plan and approved to add two additional annually. Two for FY23 have been identified for academics: Transfer (General and Nursing) and Financial Aid Analysis.
	Yes	Ongoing	N/A	N/A	All	This has been adopted with the Strategic Plan. The communications director will help move this project forward. L&S have been contracted with for a campaign.
Expand Advocacy and Communication with Higher Ed Stakeholders	Yes	Ongoing	N/A	N/A	All	Sodexo will begin service at all 6 campuses in June
System-wide Food Service RFP/Contract	Yes	In progress	95%	6/1/2022	B&F	ABC Insights data being finalized for FY19, FY20, and FY21
Improved Data Analysis for Review of Staffing and Expenditures	Yes	In progress	80%	12/31/2022	B&F	1st pass will be part of FY24 budget request, true-up may be necessary for FY25 budget request
Review and Modify Funding Models to Ensure Funding is Equitable & Sustainable	Yes	In progress	75%	3/31/2024	B&F	ABC Insights data being finalized for FY19, FY20, and FY21
Monitor Staffing and Functions of the Central Office	Yes	In progress	50%		B&F	New performance management solution is fully implemented and campuses will utilize for all CSA and NFE evaluations in CY2022.
Implement HR Technologies to Facilitate Efficiencies	Yes	In progress	85%	8/1/2022	HR	Campuses are in progress on implementation of EPAFs, with only two campuses remaining to implement: SDSU to be live in August 2022, and DSU will be implementing in Summer 2022.
	Yes	In progress	10%	TBD	HR	HR assessment from outside consultant is completed, BOR will discuss strategic direction at the August BOR retreat. A shared service position will be established by July 2022 in shared payroll to consolidate payroll functions for BOR/BHSU/DSU and will be a pilot for expanded shared payroll services.
Consolidate HR Functions under the Central Office	Yes	In progress	10%	TBD	HR	
Implement Contract Management Software	Yes	In progress	95%	7/1/2022	Purchasing	Contracts+ purchased, full implementation 07/01/2022
Investigate Cost Savings by Combining DocuSign Contracts	Yes	In progress	75%	N/A	RIS	Working with DocuSign to negotiate a rate that makes sense - first step was to bring everyone to same contract period.
Combine Duplicate Functions at BHSU & SDSMT	Yes	In progress	75%	N/A	SDSMT/BHSU	Campuses have begun this process in AP, Purchasing, and card services. Possible expansion of other shared positions amongst system.
Establish USD and SDSU Shared Services Center for HPC	Yes	In progress	50%	N/A	TAC	Received \$1.9M in GF during 2022 session for HPC at SDSU. Working on establishing process moving forward.

SB55 Recommendations	Adopted	Status	Progress	Est. Comp. Date	Responsible Department	Comments
Transition Telephone Services to VOIP	Yes	In progress	80%	N/A	Technology, RIS	4 campuses are using Cisco VOIP. SDSU is a mix. SDSMT/DSU deployed a VOIP solution offered by Microsoft Teams. It's a lower cost approach they are going to review at the upcoming TAC meeting. The standard has been established and implemented across the system. The options to monitor messages generated and how to respond across the system are being evaluated. It is currently being done by individual universities/sites.
Establish System Standard for Endpoint Detection and Recovery/Response (EDR)	Yes	In progress	50%	N/A	Technology, RIS	We have selected the TDX iPaaS tool to support interoperability and are currently implementing for the system. We not moved into data governance yet, but that will follow.
Implement Standards for Technology Interoperability and Data Governance	Yes	Pending	N/A	N/A	Technology, RIS	This process has begun, but not hired a consulting resource yet. Focus has been on the EDR item below.
Establish System Standard for Identity Access Management	Yes	Pending	N/A	N/A	Technology, RIS	USD-SF has begun transitioning allied health in SF to this location. Hired VP to move needle forward.
Provide Financial Viability for CCSF	Yes	In progress	30%	N/A	USD	BOR approved the termination of the WR Site for USD nursing. This nursing program is being phased out. The WRHSC (WR Health Steering Committee) has moved to include only BHSU, USD and Monument Health.
Single Nursing Program in Rapid City	Yes	Complete	100%	N/A	Academics	SB134 passed during the 2021 legislative session
Ease Statutory Requirement for Green Building Standards	Yes	Complete	100%	7/1/2021	B&F	B&F had adopted new facility utilization report
Revise Process for Reviewing Facility Utilization and Approving Facilities	Yes	Complete	100%	7/1/2021	B&F	
Conduct a New Economic Impact Study	Yes	Complete	100%	12/8/2021	B&F	
Transfer Processing of New Employee Moving Expenses to System	Yes	Complete	100%	7/1/2022	Central Office	HB1063 passed during 2022 legislative session
Consolidate Title IX and EEO Compliance Functions	Yes	Complete	100%	12/31/2021	Legal	
Create Incentives to Increase Energy/Utility Savings	No	Not adopting	N/A	N/A	B&F	This would require legislative change that the BOR isn't interested in
Allow Financial Benefits of Refinanced Bonds of Academic Space to Remain with the System	No	Not adopting	N/A	N/A	B&F	This would require legislative change that the BOR isn't interested in

SB55 Recommendations	Adopted	Status	Progress	Est. Comp. Date	Responsible Department	Comments
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Single Nursing Program in Rapid City Ease Statutory Requirement for Green Building Standards Revise Process for Reviewing Facility Utilization and Approving Facilities Conduct a New Economic Impact Study Transfer Processing of New Employee Moving Expenses to System Consolidate Title IX and EEO Compliance Functions	Yes	Complete	100%	N/A	Academics	BOR approved the termination of the WR Site for USD nursing. This nursing program is being phased out. The WRHSC (WR Health Steering Committee) has moved to include only BHSU, USD and Monument Health.
	Yes	Complete	100%	7/1/2021	B&F	SB134 passed during the 2021 legislative session
	Yes	Complete	100%	7/1/2021	B&F	B&F had adopted new facility utilization report
	Yes	Complete	100%	12/8/2021	B&F	
	Yes	Complete	100%	7/1/2022	Central Office	HB1063 passed during 2022 legislative session
	Yes	Complete	100%	12/31/2021	Legal	

# SOUTH DAKOTA BOARD OF REGENTS

## Planning Session

**AGENDA ITEM: 4 – F**  
**DATE: August 2-4, 2022**

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### **SUBJECT**

**Senate Bill 55 – Academic Program Duplication Review**

### **CONTROLLING STATUTE, RULE, OR POLICY**

[SB55 Taskforce Report and Recommendations](#)

[BOR Policy 2:23](#) – New Programs, Program Modification, Curricular Requests, and  
Inactivation/Termination

### **BACKGROUND / DISCUSSION**

In [October 2021](#), the Regents approved the final Senate Bill 55 (SB55) report. Recommendation 34, Utilize a Data-driven Program Demand Gap Analysis to Inform Decisions on Necessary/Unnecessary Academic Program Duplication, encourages the Board of Regents to consider utilizing information on gap analysis to ensure approved programming meets the statutory mission of the university, state workforce need, or other strategic-driven need.

Over the past several months, the Academic Affairs Council (AAC) have been addressing this topic. Specifically, AAC has been addressing workforce needs, support to document needs and understanding when a program becomes ubiquitous, requiring necessary duplication. AAC requested additional confirmation from the Board regarding their desire on implementing the recommendation from the SB55 Taskforce Report and Recommendation.

Excerpt from the report ([pages 55-56](#))<sup>1</sup>:

The Task Force recommends that the Board of Regents use the data provided in a program demand gap analysis to inform decisions on academic program duplication within the system (i.e., academic programs offered at more than one institution). Duplication of programs within the system is not currently a rampant problem; about 75 percent of undergraduate and graduate majors in the university system are available at a single institution. Where program duplication does exist, it is not always a negative – the challenge to the Board of Regents is to determine when program duplication is necessary and when it is unnecessary. One significant

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<sup>1</sup> SDBOR (October 2022): SDBOR BOR Meeting Item 3-1: Final Senate Bill 55 Task Force Report and Recommendations. Retrieved from [https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2021%20Agenda%20Items/October21/3 I BOR1021.pdf](https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2021%20Agenda%20Items/October21/3%20BOR1021.pdf).

(Continued)

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### **INFORMATIONAL ITEM**

measure in determining whether program duplication is necessary or unnecessary is recognition of the university system's role in supplying an educated workforce to South Dakota's businesses and industries. The Task Force commissioned Emsi, a private labor market analytics firm, to complete an academic program demand gap analysis to determine the current alignment of major fields of study with the state's workforce needs. The Emsi analysis provides a starting point for data-driven decisions when proposals for duplicative academic programs come forward. To further guide the use of the Emsi program demand gap analysis, the Task Force further recommends:

1. Using the information provided in the academic program demand gap analysis as a central variable in decisions on proposals for new academic programs that are potentially duplicative within the university system.
2. Identifying high demand occupations and related academic fields that may require expansion or development to meet anticipated workforce needs.
3. Reviewing academic programs where public universities produce a surplus of graduates relative to state workforce demand. However, the Task Force cautions that not all such academic programs require termination or reduction. In some cases, graduates in high demand fields compete in regional or national labor markets and may choose employment outside of South Dakota, creating state workforce shortages despite universities producing an adequate number of graduates. In such situations, it is imperative that the public universities produce more graduates in a field than labor projections indicate are necessary. It is also important for the Board of Regents to work with state and regional workforce and/or economic development organizations to identify businesses and industries that need graduates from the university system.
4. Updating the information in the Emsi analysis on a regular basis. The Emsi analysis looks at a specific point in time, therefore has a limited timeframe for reliability. Labor and workforce markets can change quickly, especially as technology makes some occupations obsolete and creates new ones. The Board of Regents should update this analysis every three to five years to ensure academic program offerings continue to align with workforce and student demand.
5. Sharing the program demand gap analysis with other stakeholders to aid in promoting workforce development within the state. This includes the state legislature, state agencies, Governor's Office of Economic Development, and regional workforce organizations. Moreover, the Board of Regents should consider partnership with the state technical colleges on future editions of the program demand gap analysis to produce an integrated and comprehensive view of public higher education's relationship to the state workforce.

After the task force recommendation, Dr. Minder along with AAC, supported and submitted new policies on program requests. The Board approved in their March 2022

BOR Policy 2:23 (Section C, 8, page 3)<sup>2</sup> highlighting the following statement:

The Board of Regents discourages duplication of programs except in cases where regional or state workforce demand provides strong rational for additional offerings. The university requesting the program must provide justification within the full proposal. The Regents may not approve given the duplication of programming.

## IMPACT AND RECOMMENDATION

Department of Labor and Regulation<sup>3</sup> identify high demand occupations on their website. When reviewing the top 30 requiring some form of post-secondary education, a partial list includes Accountants and Auditors, Child, Family, and School Social Workers, Elementary School Teachers, Management Analysts, Registered Nurses, Secondary School Teachers, and Substance Abuse, Behavioral Disorder, and Mental Health Counselors. This list is not all-inclusive. In addition, Emsi<sup>4</sup> supports several of the listed as workforce needs for South Dakota.

System academic staff, working with Dr. Maher, would like the Board to provide direction specific to academic program duplication. If program duplication is supported due to state needs, strategic mission, or other, general guidelines for BOR discussion might include the following:

1. Consider university mission and how it supports program growth.
2. Documentation required using DLR and Emsi to support workforce needs.
3. Support from state-wide agencies and or other associations supporting the workforce shortage.
4. University to document competitor peers that have similar programs supporting the addition to that regional location.
5. University to support why the program justifies duplication especially if other like-programs exist that are not at full capacity. Full capacity should only be considered for on-campus programs. Fully online programs have no capacity limitation. Online programs must manage their programs by section capacity at that university with BOR Policy 2:35.
6. Student demand in the regional main campus location.
7. The Program Request form must show the responses to this information for the Regents.
8. The Executive Director will make a recommendation.

## ATTACHMENTS

None

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<sup>2</sup> SDBOR (2022). SDBOR Policy 2:23. Retrieved from [https://www.sdbor.edu/policy/Documents/2-23\\_Effective-08.01.2022.pdf](https://www.sdbor.edu/policy/Documents/2-23_Effective-08.01.2022.pdf).

<sup>3</sup> DLR (2022). South Dakota Hot Careers: High Demand, High Wage Occupations. Retrieved from [https://dlr.sd.gov/lmic/hot\\_careers\\_data.aspx](https://dlr.sd.gov/lmic/hot_careers_data.aspx).

<sup>4</sup> SDBOR (2021). Commissioned a Workforce and Degree Analysis Study by Emsi.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – A**  
**DATE: August 2-4, 2022**

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**SUBJECT**

**Graduation Lists**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:17](#) – Awarding of Degrees, Graduation Dates, and Catalog of Graduation

**BACKGROUND / DISCUSSION**

Board of Regents Policy 2:17 specifies that the Board “approves the awarding of academic degrees after receiving the university president's recommendation on behalf of the university,” following each academic term. Once submitted on behalf of the institution, the president certifies that all candidates have successfully completed degree or program requirements as approved by the Board, and that no degree requirements were waived for any individual student. Black Hills State University, Northern State University, South Dakota State University, and University of South Dakota request approval of the attached graduation lists for Summer 2022. Dakota State University and South Dakota School of Mines and Technology recognize their summer graduates at May commencement.

**IMPACT AND RECOMMENDATION**

Board staff recommends approval.

**ATTACHMENTS**

Attachment I – Black Hills State University  
Attachment II – Northern State University  
Attachment III – South Dakota State University  
Attachment IV – University of South Dakota

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**DRAFT MOTION 20220802\_6-A:**

I move to approve the attached BHSU, NSU, SDSU, and USD graduation lists contingent upon the students’ completion of all degree requirements.



## Black Hills State University Graduation List

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### AUGUST 2022

#### ASSOCIATE OF SCIENCE

Kimball, Alivia	Magelky, Niklaus
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#### BACHELOR OF FINE ARTS

Batz, Keegan	Burditt, Matthew
Bender, Erin	Wallace, Kala

#### BACHELOR OF GENERAL STUDIES

LeClair, Katherine	Soto Matehuala, Alix
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#### BACHELOR OF SCIENCE

Ahmed, Tasbeer	Huffman, Lauren	Pearce, Christian
Amaral, Crystal	Iwan, Jamie	Roberts, Matthew
Booth, Haley	Jones, Alyssa	Scheller, Faith
Chytka, Haley	Lewis, Alexandria	Schroedermeier, Evan
Clemmons, Alexis	Marchiando, Jace	Schumacher, Dominic
Cromwell, Kyleigh	Mauck, Thomas	Ullrich, Riley
Fields, George	Mittner, Shania	Wieringa, Lei'ani
Finias, Taylor	Neiman, Ella	

#### MASTER OF BUSINESS ADMINISTRATION

Carver, Alyssa	Gertsch, Drew
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#### MASTER OF EDUCATION

Anderson, Taylor	Brudvig, Ashley	Knutelski, Molly
Brown, Alyssa	Harms, Elizabeth	Ronke, Tyra

#### MASTER OF SCIENCE

Arechigo, Mikayla	Marchant, Christi	Reihe, Rachel
Clark, Blair	Mullen, Duston	Romey, Chelsae
Davis, Elanor	Novikava, Tatsiana	Roth, KayDe
Dunn, Rashida	Pennel, Alicia	Wallenmeyer, Marcie
Krogman, Wyatt	Reed, Russell	Wendell, Michelle

#### CERTIFICATES

Ullrich, Riley

**NORTHERN STATE UNIVERSITY  
APPLICANTS FOR SUMMER GRADUATION  
(Diplomas will be issued. No commencement ceremony held.)  
August 19, 2022**

**CANDIDATES FOR THE MASTER'S DEGREES**

**MASTER OF MUSIC EDUCATION**

Bradley Robert Cook	Michelle Faye Downie	Brooke Louise Thielbar
Lindsey Elayne Cook	Rebecca A. Fahey	Natalie Michelle Trach
Chantelle Jo Danderand	Jordan Christine Meyers	Jennifer Elizabeth Walter
Victoria Audrey Davenport	William L. Seykora	

**MASTER OF SCIENCE IN EDUCATION**

Cheri Lynn Compton	Paula Mae Johnson	Alexandra Lee Schuring
Tara Ann Currier-Hofer	Molly Elizabeth Knowles	Carley Rae Shockman
Rylie Ann Eisenbeisz	Melanie Lanae Kruse	Christian Small
Grant Michael Farmer	Amanda Kay Ladwig	Kelsey Lynn Small
Lisa Marie Foreman	Travis Lloyd Ladwig	Mellissa R. Smith
Mariah Lynn Geier	Misty Marie Larson	Patrick A. Sowah
Benjamin John Halbkat	Tara Lee Liesinger	Nicole Lynn Troxell
Jaime Ann Hanten	Abby Ann Masat	Christopher Jon Ulrich
Laura Anne Haug	Dylan Mickelson	Calli Ann Vearrier
Lexi Heinz	Julie Marie Milbrandt	Randy Wilhelm
Leah Helene Hofer	Shelly A. Osthus	Amber Leigh Williamson
Jarret J. Janke	Andrew James Raml	Teresa Marie Yost
Joshua Joseph Jensen	Alexandra Ella Schilder	Rachel DeAnn Zohner
Kyle Steven Johnson		

**CANDIDATES FOR THE BACCALAUREATE DEGREES**

**BACHELOR OF ARTS**

Luke James Bergjord	Kaela Michelle Metcalfe	Loretta Ann Simon
Abigail Josephine Berreth	Christine Danielle Nefzger	Brandon Manuel Vazquez
Paige Alexandra Durheim	Cameron Elle Reid	Sarah Jeanne Ward
Annabelle Sophia Eastman	Jessica L. Saler	

**BACHELOR OF GENERAL STUDIES**

Madeline JoAnn Breidenbach	Sione Finau Fehoko Jr.	Emma Grace Rezac
Brett Brenton	Emily Marie Meidinger	Todd Eugene Schwartz

**BACHELOR OF SCIENCE**

Shayna Marie Kamalani  
Asuncion  
Trevor Thomas Goehring  
Madison Ann Gross  
Erin P. Hanson  
Jonas Theodorsen Hauge  
Lauren Beth Johnson

Morgan Lynn Leidholt  
Chelsey Darlene Mehlhoff  
Clyde  
Jacquelyn Victoria Pugsley  
Citlali G. Reyes  
Emily Rae Schumacher

Brandon Joseph Howard  
Sharkey  
Yoko Ma Takashi  
Lonneke Maria van Eijk  
Damion Colby Williams  
Arshon Jacquiel Willis

**BACHELOR OF SCIENCE IN EDUCATION**

Katie Anna Beck

Ashleen M. Larter

**CANDIDATES FOR THE ASSOCIATE DEGREES****ASSOCIATE OF ARTS**

Allison Renae Kimble

Emily Pulling

**ASSOCIATE OF SCIENCE**

Daniel R. Rogge

**CANDIDATES FOR CERTIFICATES**

Camille Evelyn Andrus

Emily Rae Schumacher

South Dakota State University  
Summer 2022 Candidates

**DOCTOR OF PHILOSOPHY**

Derek Brandis  
Ahmed Charif  
Krishna Ghimire  
Ahmed Hammam

Wei He  
Sana Illahe  
MD Rabiul Islam  
Hanan Jamali

Deepak Joshi  
Ruchika Kashyap  
Christian Ramirez Camba  
Amy Swartz

**DOCTOR OF NURSING PRACTICE**

Jay Naoom

**MASTER OF ARCHITECTURE**

Fernando Arechiga  
Garret Foley  
Ian French  
Preston Funderburg

Walker Kropuenske  
Karly Novy  
Dorcas Omilabu  
Jocelyn Rothmeier

Brett Szymanski  
Becca Ymker

**MASTER OF ARTS**

Nujhat Azad  
Jessica Berg

Alli Cummings  
Hannah Held

Jody Rust  
Kalynn Slabaugh

**MASTER OF EDUCATION**

Alexander Andersen  
JaColby Anderson  
Heather Asmussen  
Lisa Bahe  
Rhoda Bryan  
Jessica Callahan  
Matthew Christie

Travis Engebretson  
Richard Ganci  
Ashley Holm  
Austin Koenig  
Morgan Larson  
Cecelia Louwagie  
Christopher Mitchell

Jennifer Moravetz  
Jeffrey Olson  
Omar Rodriguez  
Tyler Schneider  
Lauren Stoterau  
Zachary Thomas  
Patrick Woods

**MASTER OF ENGINEERING**

Elizabeth Kassing

Gabriel Peters

**MASTER OF MASS COMMUNICATION**

Anthony Kamara Jr.

**MASTER OF PUBLIC HEALTH**

Lauren Bahle  
Ivy Ghandour

Stephany Medina  
Heidi Schultz

Isaac Snaza

**MASTER OF SCIENCE**

Karim Abdelazim Soliman  
Ebise Adugna Abdi  
Aastha Acharya  
Theresah Amponsah  
Shelby Antoff  
Erica Bonham  
Dylan Borchert  
Temitope Borode  
Katherine Boswell  
Brittany Canfield  
Kristen Davis  
Trevor DeHaan  
Rakshya Dhakal  
William Diamond  
Austin Domeier  
Leah Drummond  
Carrie Dummer  
Maria Erceg  
Margeaux Gaiani  
Laura Garmatz  
Yam Gautam  
Megan Guetzloff  
Skylar Halverson  
Thomas Hamilton  
Abraham Hangamaisho  
Jenna Harrison  
Austin Haushild

Natalie Hespe  
Katelyn Hillerud  
Heidi Hochstatter  
Mominul Hoque  
Cheyenne Hron  
Bridgett Hubbartt-Bass  
Md Mominul Islam  
Amanda Jacobson  
Lee Jones  
Johnna Jorgensen  
Deepak Joshi  
Ratul Kalita  
Alexander Ketchpaw  
Deva Raj Khanal  
Lok Chi  
Revanth Kumar  
Mercedes Lemke  
Brennan Lewis  
Stephanie Liebl  
Siera Madsen  
Trupti Suresh Mali  
Christin Martins  
Aaron Mason  
Alaina Mathiesen  
Jordyn Menage  
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Mohammed El Idrissi	Madison Hyde	Zachary Wohlfeil
Evangeline Gabel	Charity Kpanaku	Julie Wood
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Matthew Arthur	Drew Hellickson	Shea O'Brien
Gracie Barber	Brandyn Hulsebus	Mallory O'Hara
Kallie Benson	Justin Hunt	Precious Onyekwe
Claire Bossuyt	Braydon Ibis	Hope Osborn
Mercedes DeJonge	Caitlin King	Molly Pengra
Weiny Derso	Molly Lange	Karley Pistulka
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Trevyn Dingmann	Dylan Maanum	Lani Potter
Austin Erickson	Emily Malsom	Walker Risa
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Maddie Gerry	Riley Meister	Lindsey Schoenbeck
Anna Gette	Alexander Miley	Madison Shaw
Lauren Gillette	Emily Miller	Lynsey Stevens
Alexis Gjoraas	Olyn Miller	Spencer Wajer
Taylor Greenfield	Matthew Mims	Madison Wischmann



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Matthew Questad

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Hemishka Lobin

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**BACHELOR OF GENERAL STUDIES**

Praise Bothwell

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Malaina Foss

Kierstin Benson

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Sadan Bettelyoun

Carson Christensen

Alaynna Hanson

Cade Birkel

Abhinay Kumar Das

Connor Holliday

Eric Holzer  
 Aeriell Jastorff  
 Zebadiah Johnson  
 Scott Jolley  
 Danielle Judisch  
 Tsakani Khambule  
 Shelby Magedanz  
 Omila Mannapperuma

Macy Masteller  
 Nicholas McCay  
 Adam Meyer  
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 Andrew Rasmussen  
 Kelsey Renczykowski  
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Ciara Rother  
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# The University of South Dakota

## Summer 2022 Candidates for Degree

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Jyoti S. Angal  
 Arjun C. Bhowmick  
 Jennifer Binkley  
 Robert A. Doss  
 Catherine A. Flum  
 Erin R. Frink  
 Kirby E. Fuglsby  
 Joshua D. Houy  
 Anwar Hussain  
 Young Ae Kim  
 David N. Levine  
 Jacinda J. Maassen  
 Kelley A. McCubbin  
 Tupendra K. Oli  
 Azra Osmanovic  
 Rajendra Panth

Rachel J. Post  
 S M Gulam Rabbani  
 Tracey E. Recigno  
 Alex P. Rickel  
 Leslie D. Sauder  
 Jay A. Schroeder  
 Rhiannon M. Sears  
 Cazzie E. Steinzor  
 Elizabeth K. Sterling  
 Renata J. Surette  
 Chelsey R. Van Ness  
 Jonathan F. Vogl  
 Kyle J. Walters  
 Logan E. Welker  
 Hannah G. Wollenzien

### Doctor of Education

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Demetria C. Moon  
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### Doctor of Occupational Therapy

Elise M. Mueller

## Specialist in Education

Eric D. Elder  
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Derek Lahm

## Master of Arts

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Clement Antwi  
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Zoey R. Bertsch  
Hana L. Beyer  
Jessica J. Brady  
Emily E. Brown  
Rachel S. Chavin  
Cade A. Cox  
Patricia Dilts  
Scott B. Elias-Maniatis  
Taylor S. Erlenbusch  
Sabrina Escalante  
Laura J. Freeman  
Cassidy G. Geersen  
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Brian P. Grace  
Rachael E. Haduck  
Amy J. Halling  
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Samantha R. Hasenbank  
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Christopher J. Hoover  
Cayla Horstman  
Carson C. Hruby  
Dustlynn S. Kaine  
Melissa K. Kelly  
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Surabhi Swaminath  
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Billy A. Trosper  
Mara A. VanDeBerg  
Grace M. Ward  
Blake E. Warner  
Alyce J. Widrig  
Rebecca L. Worsham  
Allison T. Wroblewski  
Zachary J. Wynia

## Master of Business Administration

Taylor N. Andersen  
 Gerry Breen  
 Clay C. Brouwer  
 Katelyn J. Conover  
 Dmitry Croasdell  
 Makenzie M. DeLozier  
 Jarrad L. Emery  
 Alyssa M. Fick  
 Gwyneth Fisher  
 Sydney M. Hammrich

Nicholas D. Hanson  
 Alex J. Hodges  
 Tung V. Nguyen  
 Alexander Pham  
 Taten A. Raml  
 Julianne M. Seppala  
 Kelsey G. Stevens  
 Brock A. Zeller  
 Karly A. Zeller

## Master of Music

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 Jack Boyer

Craig C. Crilly  
 Holly J. Pusch

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Cole J. Acheson

Shyloh Olson

## Master of Public Administration

Lisa Gebhart-Longhurst  
 Diana Gomez

Charles W. Greco

## Master of Public Health

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 Sarah Elliott  
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Rebecca D. Pulse  
 Jaimie L. Raymond  
 Jennifer L. Walker-Bailey

## Master of Science

Riley W. Ackerman  
 Abu Ahammadullah  
 Siva Sai VDP Allu  
 Amber L. Authier  
 Brooklyn O. Behrens  
 Colton C. Bender  
 Caitlin N. Bolte  
 MaryMargaret L. Chappell  
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 Ryan A. Dunbeck  
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 Ethan R. Thaut  
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 Yongjin Yang

## Master of Social Work

Sarah E. Adam

Sonja M. Halverson

## Bachelor of Arts

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 Natinael T. Ayalew  
 Gage J. Bush  
 Danielle I. Charron  
 Camilla R. Crosby  
 Andrew C. Daley

Cole M. Davis  
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 Matthew E. Sutton  
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 Brennen A. Erickson  
 Emma R. Fiedler  
 Emanuel Garcia  
 Kara M. Harms  
 Alexander M. Hill  
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 Logan M. Jacobson  
 Kayla M. Kennedy  
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Amanda G. Peterson  
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 Zachary J. Stanton  
 Michael P. Staub  
 Yuzina Subedi  
 Justin Talsma  
 Katelyn E. Thicke  
 Jacob Thompson  
 William Updike  
 Hannah M. Westergaard  
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## Bachelor of Fine Arts

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 Ernst S. Coriolan

Cody L. Jones  
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## Bachelor of General Studies

Travis D. Blotsky  
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 Tonya M. Devitt  
 Robert C. Eckman  
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 Kasey M. Jensen

Carter D. Kuchel  
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## Bachelor of Science

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 Mia L. Kraimer  
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 Tatum E. Stone  
**Elizabeth P. Struve**  
 Tammey A. Tebben  
 Noah J. Theckston  
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## Bachelor of Science in Education

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 Brady D. Green

Bethany G. Wynia

## Bachelor of Science in Nursing

Briley Buckley

Kaelyn S. McSherry



## Associate of Arts

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Tarah I. Hill

Sarah Munoz  
Haley M. Soulek

## **SOUTH DAKOTA BOARD OF REGENTS**

### **Academic and Student Affairs** **Consent**

**AGENDA ITEM: 6 – B (1)**

**DATE: August 2-4, 2022**

\*\*\*\*\*

#### **SUBJECT**

**Repeal BOR Transfer Policies 2:25, 2:27, and 2:31 (Second Reading)**

#### **CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:25](#) – Articulation of General Education Courses/No MOU

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

[BOR Policy 2:31](#) – Articulation of General Education Courses/MOU

[SDBOR Strategic Plan](#)

#### **BACKGROUND / DISCUSSION**

As discussed at the June 2022 BOR meeting, a new set of transfer policies are being proposed for implementation. These new policies outlined in Item 7-B will replace the current set of Board of Regents (BOR) Transfer of Credit policies listed below; therefore, they have been recommended for repeal.

- [BOR Policy 2:25](#) – Articulation of General Education Courses/No MOU
- [BOR Policy 2:27](#) – Program to Program Articulation Agreements
- [BOR Policy 2:31](#) – Articulation of General Education Courses/MOU

#### **IMPACT AND RECOMMENDATION**

The Academic Affairs Council (AAC) has reviewed and support the repealing of policies 2:25, 2:27 and 2:31 in conjunction with the implementation of the new transfer polices outlined in Item 7-B.

This is the second reading of the policy. No other revisions have been made since the first reading at the June 2022 BOR meeting.

#### **ATTACHMENTS**

Attachment I – Repeal BOR Policy 2:25

Attachment II – Repeal BOR Policy 2:27

Attachment III – Repeal BOR Policy 2:31

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#### **DRAFT MOTION 20220802\_6-B(1):**

I move to approve the second and final reading to appeal BOR Policies 2:25, 2:27, and 2:31, as presented.

# **~~SOUTH DAKOTA BOARD OF REGENTS~~**

## **Policy Manual**

**~~SUBJECT:~~** ~~Articulation of General Education Courses: South Dakota Technical Colleges without a Memorandum of Agreement with the Board of Regents~~

**~~NUMBER:~~** ~~2:25~~

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### **A. PURPOSE**

~~To regulate the articulation of General Education courses between the Regental system and South Dakota Technical Colleges when no Memorandum of Agreement is in place.~~

### **B. DEFINITIONS**

~~None~~

### **C. POLICY**

#### **1. Criteria**

- ~~1.1. Articulation of General Education courses will be a Regental system to technical college process.~~
- ~~1.2. Articulation will include the General Education courses designated as the System General Education Requirements for the Regental institutions.~~
- ~~1.3. General Education courses may be articulated as acceptable for transfer to all Regental institutions for lower division credit. No courses numbered 099 or lower, including remedial and non-degree credit courses, will be articulated.~~
- ~~1.4. Technical college instructors teaching general education courses articulated with the Regental institutions must meet the criteria specified below. Prior to each semester, the technical colleges will provide the Board Office with the names, vitae, and graduate transcripts of not previously approved faculty teaching the articulated courses, and the faculty must be approved by the Board Office prior to the course being taught. The Board Office will provide the Department of Education and Cultural Affairs with the list of approved faculty.~~
  - ~~1.4.1. Technical college faculty have either a master's degree in the subject/discipline being taught or any master's degree typically with eighteen (18) graduate hours in the subject/discipline being taught.~~
  - ~~1.4.2. Faculty who do not meet the criterion above must be actively pursuing courses of study that will lead to these degrees within three (3) to five (5) years.~~

- 1.4.3. ~~If a university specialized accrediting agency establishes standards for faculty credentials, those standards will be followed.~~
- 1.5. ~~Emergency short-term exceptions will be accepted.~~
- 1.6. ~~Once a course is approved for Regental system to technical college articulation, the courses offered in the postsecondary technical college system will be numbered to conform to the common course numbering model of the Board of Regents System. Common numbering and titles will facilitate the transfer process.~~
- 2. Process**
- 2.1. ~~Requests for articulation by the postsecondary technical colleges will be forwarded to the System Chief Academic Officer in the Office of the Executive Director of the Board of Regents for action by the Academic Affairs Council. The course requests will include the following material from the immediately preceding semester: a copy of the syllabus (including detail of course content), tests indicating the skill level students are required to meet, evaluation and grading procedures, and a list of all faculty who teach the course and copies of their vitae and transcripts.~~
- 2.2. ~~The System Chief Academic Officer will refer articulation proposals to the Academic Affairs Council or designee.~~
- 2.3. ~~Once a course is articulated, it is the responsibility of each party to submit a new proposal when any aspect of the course is changed, including number, content, outcomes, faculty, etc.~~
- 3. Transfer**
- 3.1. ~~Transfer of courses from South Dakota postsecondary technical colleges is governed by Board policies 2:5, 2:25, 2:26, 2:27, and 2:31.~~
- 3.2. ~~High school dual credit courses offered or accepted by technical colleges must be validated by AP or CLEP examinations before being accepted in transfer to Regental institutions. The Regental system has established the minimum scores on each AP and CLEP examination necessary to receive credit.~~
- 4. Associate Degrees**
- 4.1. ~~The Associate of Applied Science degree is a non-transferable degree. General education coursework for such degrees may be transferable only when a specific program to program articulation agreement exists.~~

## **FORMS / APPENDICES:**

None

## **SOURCE:—**

~~BOR June 1997; BOR March 1998; BOR August 1999; BOR June 2005; BOR October 2017; July 2020 (Clerical).~~

**SOUTH DAKOTA BOARD OF REGENTS****Policy Manual****SUBJECT:** ~~Program to Program Articulation Agreements~~**NUMBER:** ~~2:27~~

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**A. PURPOSE**

~~To regulate program to program articulation agreements.~~

**B. DEFINITIONS**

~~None~~

**C. POLICY****1. Criteria**

- ~~1.1. The Associate of Arts degree is a transferable degree. Students completing an Associate of Arts degree and transferring must fulfill all college, major, minor, certificate, and other degree requirements of the receiving campus.~~
- ~~1.2. The Associate of Science degree is a terminal degree. However, it is transferable when a specific degree articulation agreement exists between a given A.S. degree and a specific baccalaureate degree.~~
- ~~1.3. The Associate of Applied Science degree is a non-transferable degree. Credit hours for such degrees may be transferable only when a specific articulation program to program agreement exists.~~
- ~~1.4. Articulation agreements will be applicable throughout the Regental system in the manner specified during the approval process.~~
- ~~1.5. Articulation agreements will be applicable only to Regental institutions offering equivalent programs.~~

**2. Process for Agreements with Accredited Colleges and Universities**

- ~~2.1. Agreements will be developed by Regental institutions and faculty according to institutional guidelines.~~
- ~~2.2. These agreements will be forwarded to the Academic Affairs Council for system review. The Academic Affairs Council will make a recommendation to the Council of Presidents and Superintendents and the Board of Regents.~~
- ~~2.3. Once a program is articulated, it is the responsibility of each institution to submit a new proposal when any aspect of the agreement is changed.~~

~~2.4. Articulation agreements will be reviewed as part of the seven (7) year institutional program review process and submitted to the Academic Affairs Council.~~

### **~~3. South Dakota Technical Colleges with a Memorandum of Agreement with the Board of Regents~~**

~~3.1. The Memorandum of Agreement with the South Dakota technical colleges approved by the Board of Regents (BOR) and Board of Education (BOE) includes program to program agreements.~~

~~3.2. General education courses as part of program to program articulation agreements will be governed by Board Policy 2:31, Articulation of General Education Courses: South Dakota Technical Colleges with a Memorandum of Agreement with the Board of Regents.~~

~~3.3. Transfer of technical course credit hours as part of program to program articulation agreements is governed by Board policy 2:5, Transfer of Credit.~~

~~3.4. Process for developing program to program articulation agreements~~

~~3.4.1. The Regental university Vice President for Academic Affairs or designee contacts the BOR System Chief Academic Officer to identify interest in developing a specific program to program articulation agreement, or the technical college director or designee contacts the BOR System Chief Academic Officer to identify interest in developing a specific program to program articulation agreement.~~

~~3.4.2. The BOR System Chief Academic Officer will work with the Regental university(ies) to draft the proposed program to program articulation agreement and submit it to the technical college(s) for review.~~

~~3.4.3. After the university and technical college have agreed on the proposed program to program articulation agreement, the BOR System Chief Academic Officer will submit the proposed articulation agreement to the BOR for approval.~~

### **~~4. South Dakota Technical Colleges without a Memorandum of Agreement with the Board of Regents~~**

~~4.1. Program to program articulation agreements will not be developed with South Dakota technical colleges that do not have a memorandum of agreement with the Board of Regents.~~

~~4.2. Program to program articulation agreements existing in June 2005 will remain in place.~~

~~4.3. Transfer of general education courses will be governed by Board Policy 2:25, Articulation of General Education Courses: South Dakota Technical Colleges without a Memorandum of Agreement with the Board of Regents.~~

~~4.4. Transfer of technical course credit hours is governed by Board policy 2:5, Transfer of Credit.~~

**~~FORMS / APPENDICES:~~**

None

**~~SOURCE:~~**

~~BOR June 1997; BOR October 1997; BOR December 1997; BOR August 1999; BOR June 2005;  
BOR March 2018; July 2020 (Clerical).~~

# **~~SOUTH DAKOTA BOARD OF REGENTS~~**

## **Policy Manual**

**~~SUBJECT:~~** ~~Articulation of General Education Courses: South Dakota Technical Colleges with a Memorandum of Agreement with the Board of Regents~~

**~~NUMBER:~~** ~~2:31~~

---

### **A. PURPOSE**

~~To regulate the articulation of General Education courses between the Regental system and South Dakota Technical Colleges when a Memorandum of Agreement is in place.~~

### **B. DEFINITIONS**

None

### **C. POLICY**

#### **1. Criteria**

- ~~1.1. Articulation of General Education courses will be a Regental system to technical college process governed by a Memorandum of Agreement.~~
- ~~1.2. Articulation will include the 100 and 200 level General Education courses designated as the System General Education Requirements for the Regental institutions.~~
- ~~1.3. Technical college instructors teaching general education courses articulated with the Regental institutions must meet the criteria specified below.~~
  - ~~1.3.1. Technical college faculty have either a master's degree in the subject/discipline being taught or any master's degree typically with eighteen (18) graduate hours in the subject/discipline being taught.~~
  - ~~1.3.2. Faculty who do not meet the criterion above must be actively pursuing courses of study that will lead to these degrees within three (3) to five (5) years.~~
  - ~~1.3.3. If a university specialized accrediting agency establishes standards for faculty credentials, those standards will be followed.~~
  - ~~1.3.4. The university Vice President for Academic Affairs can approve short term exceptions.~~

#### **2. Course Delivery**

- ~~2.1. The Regental universities will be responsible for the delivery of general education courses that articulate to the universities.~~



~~2.2. General education courses that do not articulate to the universities are the responsibility of the technical college.~~

### **3. Transfer**

~~3.1. General Education courses delivered by a Regental university to a technical college with a Memorandum of Agreement with the Board of Regents will transfer to all Regental universities.~~

~~3.2. Transfer of general education courses from South Dakota postsecondary technical colleges is governed by Board policies 2:5, 2:25, 2:26, 2:27, and 2:31.~~

~~3.3. High school dual credit academic courses offered or accepted by technical colleges must be validated by AP or CLEP examinations before being accepted in transfer to Regental institutions. The Regental system has established the minimum scores on each AP and CLEP examination necessary to receive credit.~~

## **FORMS / APPENDICES:**

None

## **SOURCE:—**

~~BOR June 2005; BOR October 2017; July 2020 (Clerical).~~

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – B (2)**

**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**Revised BOR Policy 2:7 – Baccalaureate General Education Curriculum, and Repeal BOR Policy 2:26 – Associate Degree General Education Curriculum (Second Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:7](#) – Baccalaureate General Education Curriculum

[BOR Policy 2:26](#) – Associate General Education Curriculum

**BACKGROUND / DISCUSSION**

The General Education Discipline council (faculty representation from each of the six universities) and the assessment committee (assessment representation from each of the six universities) have recommended that BOR Policy 2:7 and BOR Policy 2:26 be merged to one policy for Undergraduate General Education. This recommendation was forwarded to the Academic Affairs Council (AAC) for their review.

If found in the review that these policies cover the undergraduate general education curriculum and are duplicative, the recommendation will be to repeal BOR Policy 2:26 and move to one undergraduate general education policy.

The proposed changes that are reflected in Attachment I and II include the following:

1. Aligned the structure of the policy to include the more current formatting.
2. Addition of the definitional section.
3. Addition of the Policy Statements
  - a. Governance
  - b. Learning Outcomes
  - c. Seamless Transfer – To align with Internal Regental Transfer
4. System General Education Requirements
  - a. Baccalaureate Degree
  - b. Associates Degree
5. Approved Courses

(Continued)

\*\*\*\*\*

**DRAFT MOTION 20220802\_6-B(2):**

I move to approve the second and final reading to repeal BOR Policy 2:26 and the proposed revisions to BOR Policy 2:7, as presented.

6. System General Education Committee

**IMPACT AND RECOMMENDATION**

AAC addressed each of the two policies and have recommended movement to one policy regarding Undergraduate General Education. Therefore, the recommendation is to repeal BOR Policy 2:26 (Attachment III) and approve the proposed revisions to BOR Policy 2:7.

This is the second reading of the policy. No other revisions have been made since the first reading at the June 2022 BOR meeting.

**ATTACHMENTS**

Attachment I – Proposed Revisions to BOR Policy 2:7 (with Track Changes)

Attachment II – Proposed Revisions to BOR Policy 2:7 (Clean Copy without Tracking)

Attachment III – Repeal BOR Policy 2:26

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Undergraduate General Education Requirements

**NUMBER:** 2:7

---

### **A. PURPOSE**

To provide for the requisite oversight that the general education component of all baccalaureate and associate programs shall consist of the appropriate System General Education Requirements. Students may only select general education courses from an approved list to meet the System General Education Requirements.

### **B. DEFINITIONS**

1. **Academic Program:** Academic program is defined as the degree program approved and offered at each of the Regental institutions.
2. **Accredited Institution:** Defined as one of the following institutional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education, New England Association of Schools and Colleges, Higher Learning Commission, Northwest Accreditation Commission, Southern Association of Colleges and Schools, WASC Senior College and University Commission (WSCUC).
3. **University Accreditation Institution:** Higher Learning Commission is the accrediting institution for each of the Regental institutions.
4. **General Education:** Curriculum defined to develop learners' general knowledge, literacy, skills, and competencies which equip students for success with advanced curriculum, program and major completion, and career competencies.
5. **General Education Committee:** A committee representing the institutions and the system on General Education curriculum and advising the Academic Affairs Council on policy, practices, curriculum, and other needs for general education.
6. **Learning Outcomes:** Defined as the gaining of knowledge in cognitive and content competencies, skills, and social-emotional competencies associated with academic learning.
7. **Receiving Institution:** The Regental university to which the student is transferring.
8. **Regental Internal Transfer:** Process where an undergraduate course is used to meet a plan of study requirement at any Regental universities or when graduate credit is used on a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program (refer to BOR Policy 2:8.).
9. **Seamless Transfer:** A framework based on the principles of serving student needs, using state resources efficiently, and expanding opportunities for post-secondary attainment in South Dakota in the process of students transferring into South Dakota.

**10. Sending Institution:** The institution from which a student is transferring.

## **C. POLICY STATEMENTS**

### **1. Governance**

- 1.1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
- 1.2. Each of the institutions must comply with the accrediting organization and will be evaluated by that organization.

### **2. General Education Goals**

There are six (6) System General Education Goals for which general education has been designed for meeting student outcomes. The General Education Committee and Academic Affairs Council will review all general education requests in reference to these goals.

- GOAL #1: Students will write effectively and responsibly and will understand and interpret the written expression of others.
- GOAL #2: Students will communicate effectively and responsibly through listening and speaking.
- GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.
- GOAL #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.
- GOAL #5: Students will understand and apply fundamental mathematical processes and reasoning.
- GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

### **3. Seamless Transfer**

- 3.1. All internal Regental general education courses will be accepted regardless of the receiving institutions course offering (all undergraduate) as well as if the student fulfilled or partially fulfilled the general education requirements.
- 3.2. All internally transferred general education coursework will continue to count toward the designated goal areas from the sending institution even if the receiving institution has different approved course lists for those goals.
- 3.3. All prerequisites for associate and baccalaureate programs must be completed as determined by the student's academic degree plan. See SDBOR policy XXX for additional guidance on transfer of credits.

## **D. SYSTEM GENERAL EDUCATION REQUIREMENTS**

### 1. Baccalaureate Degree Course/Credit Distribution

System General Education Requirements shall include 30 credits of course work. At least three (3) credit hours shall be earned from each of six (6) goals (total of 18 credits) set out in section three (3) below. Each institution shall identify 12 credit hours of additional course work from the six (6) goals. The distribution of courses/credits will be maintained as guidelines managed and approved by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.

<b><i>System Goal</i></b>	<b><i>BHSU</i></b>	<b><i>DSU</i></b>	<b><i>NSU</i></b>	<b><i>SDSM&amp;T</i></b>	<b><i>SDSU</i></b>	<b><i>USD</i></b>
<i>Goal #1: Written Communication</i>	6	6	6	6	6	6
<i>Goal #2: Oral Communication</i>	3	3	3	3	3	3
<i>Goal #3: Social Sciences</i>	6	6	6	6	6	6
<i>Goal #4: Arts and Humanities</i>	6	6	6	6	6	6
<i>Goal #5: Mathematics</i>	3	3	3	3	3	3
<i>Goal #6: Natural Sciences</i>	6	6	6	6	6	6
	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>

### 2. Associate Degree Course/Credit Distribution

System General Education Requirements shall include 24 credits of course work. At least three (3) credit hours shall be earned from each of six (6) goals (total of 18 credits) set out in section 3 below. Each institution shall identify six (6) credit hours of additional course work from the six goals. For those institutions that allow it, students have the flexibility to select an additional three (3) credit hours from Goals three (3), four (4) or six (6) with courses selected from different disciplinary prefixes. The distribution of courses/credits will be maintained as guidelines managed and approved by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.

<b><i>System Goal</i></b>	<b><i>BHSU</i></b>	<b><i>DSU</i></b>	<b><i>NSU</i></b>	<b><i>SDSM&amp;T</i></b>	<b><i>SDSU</i></b>	<b><i>USD</i></b>
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<i>Goal #3: Social Sciences</i>	3	3	3	3	3	3
<i>Goal #4: Arts and Humanities</i>	3	3	3	3	3	3
<i>Goal #5: Mathematics</i>	3	3	3	3	3	3
<i>Goal #6: Natural Sciences</i>	3	3	3	6	3	3
<i>Goal #3, #4, #6 Flexibility</i>	3	3	3	0	3	3
	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>

### 3. Approved Courses Meeting System General Education Requirements

The finite list of courses approved to meet each of the established system goals will be maintained in the Academic Affair Guidelines. Proposed changes to the courses permitted to meet System General Education Requirements are approved by the Board of Regents each year during the March meeting impacting the next academic year. The list of courses

approved to meet each of the established system goals will be closely monitored by the System General Education Committee and Academic Affairs Council to ensure course relevance, program coherence, and breadth of student choice.

#### **4. System General Education Committee**

Each university shall appoint at least one representative to the System General Education Committee. Additional representatives may be drawn from all SDBOR universities as needed. Two members of the System Assessment Committee will also serve on the System General Education Committee. A system academic affairs staff member and a member of the Academic Affairs Council (or designee) will serve as ex officio members. The Committee shall:

- 4.1. Review the AAC Guidelines related to the project charter as new members are added to this committee.
- 4.2. Advise the Academic Affairs Council on matters related to general education, including student learning outcomes, curriculum, policy, guidelines, and processes to ensure faculty oversight of the general education curriculum.
- 4.3. Specify student learning outcomes with faculty input for each of the general education goals identified in section C.
- 4.4. Partner on best practices and working together to understand the needs of each institution and the system.
- 4.5. Report as applicable according to BOR Policy 2:11.

## **FORMS / APPENDICES:**

[BOR Policy 2:5 Seamless Transfer of Credit](#)

[BOR Policy 2:11 Assessment](#)

[AAC Guidelines General Education](#)

**SOURCE:**

BOR January 1985; BOR June 1992; BOR March 1995; BOR May 1996; BOR December 1997; BOR August 1999; BOR January 2000; BOR January 2001; BOR June 2001; BOR October 2001; BOR March 2003; BOR June 2003; BOR March 2005; BOR December 2005; BOR March 2006; BOR October 2006; BOR December 2006; BOR June 2007; BOR December 2007; BOR March 2008; BOR December 2008; BOR August 2009; BOR December 2009; BOR June 2010; BOR December 2010; BOR December 2011; BOR March 2012; BOR June 2012; BOR December 2012; BOR May 2013; BOR December 2013; BOR April 2014; BOR October 2014; BOR December 2014; BOR December 2015; BOR March-April 2016; BOR August 2016; BOR May 2017; BOR May 2019; [BOR August 2022](#).



## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual

**SUBJECT:** Undergraduate General Education Requirements

**NUMBER:** 2:7

---

#### **A. PURPOSE**

To provide for the requisite oversight that the general education component of all baccalaureate and associate programs shall consist of the appropriate System General Education Requirements. Students may only select general education courses from an approved list to meet the System General Education Requirements.

#### **B. DEFINITIONS**

1. **Academic Program:** Academic program is defined as the degree program approved and offered at each of the Regental institutions.
2. **Accredited Institution:** Defined as one of the following institutional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education, New England Association of Schools and Colleges, Higher Learning Commission, Northwest Accreditation Commission, Southern Association of Colleges and Schools, WASC Senior College and University Commission (WSCUC)..
3. **University Accreditation Institution:** Higher Learning Commission is the accrediting institution for each of the Regental institutions.
4. **General Education:** Curriculum defined to develop learners' general knowledge, literacy, skills, and competencies which equip students for success with advanced curriculum, program and major completion, and career competencies.
5. **General Education Committee:** A committee representing the institutions and the system on General Education curriculum and advising the Academic Affairs Council on policy, practices, curriculum, and other needs for general education.
6. **Learning Outcomes:** Defined as the gaining of knowledge in cognitive and content competencies, skills, and social-emotional competencies associated with academic learning.
7. **Receiving Institution:** The Regental university to which the student is transferring.
8. **Regental Internal Transfer:** Process where an undergraduate course is used to meet a plan of study requirement at any Regental universities or when graduate credit is used on a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program (refer to BOR Policy 2:8.).

- 9. Seamless Transfer:** A framework based on the principles of serving student needs, using state resources efficiently, and expanding opportunities for post-secondary attainment in South Dakota in the process of students transferring into South Dakota.
- 10. Sending Institution:** The institution from which a student is transferring.

## **C. POLICY STATEMENTS**

### **1. Governance**

- 1.1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
- 1.2. Each of the institutions must comply with the accrediting organization and will be evaluated by that organization.

### **2. General Education Goals**

There are six (6) System General Education Goals for which general education has been designed for meeting student outcomes. The General Education Committee and Academic Affairs Council will review all general education requests in reference to these goals.

- GOAL #1: Students will write effectively and responsibly and will understand and interpret the written expression of others.
- GOAL #2: Students will communicate effectively and responsibly through listening and speaking.
- GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.
- GOAL #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.
- GOAL #5: Students will understand and apply fundamental mathematical processes and reasoning.
- GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

### **3. Seamless Transfer**

- 3.1. All internal Regental general education courses will be accepted regardless of the receiving institutions course offering (all undergraduate) as well as if the student fulfilled or partially fulfilled the general education requirements.
- 3.2. All internally transferred general education coursework will continue to count toward the designated goal areas from the sending institution even if the receiving institution has different approved course lists for those goals.
- 3.3. All prerequisites for associate and baccalaureate programs must be completed as determined by the student's academic degree plan. See SDBOR policy XXX for additional guidance on transfer of credits.

**D. SYSTEM GENERAL EDUCATION REQUIREMENTS****1. Baccalaureate Degree Course/Credit Distribution**

System General Education Requirements shall include 30 credits of course work. At least three (3) credit hours shall be earned from each of six (6) goals (total of 18 credits) set out in section three (3) below. Each institution shall identify 12 credit hours of additional course work from the six (6) goals. The distribution of courses/credits will be maintained as guidelines managed and approved by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.

<b><i>System Goal</i></b>	<b><i>BHSU</i></b>	<b><i>DSU</i></b>	<b><i>NSU</i></b>	<b><i>SDSM&amp;T</i></b>	<b><i>SDSU</i></b>	<b><i>USD</i></b>
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<i>Goal #3: Social Sciences</i>	6	6	6	6	6	6
<i>Goal #4: Arts and Humanities</i>	6	6	6	6	6	6
<i>Goal #5: Mathematics</i>	3	3	3	3	3	3
<i>Goal #6: Natural Sciences</i>	6	6	6	6	6	6
	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>

**2. Associate Degree Course/Credit Distribution**

System General Education Requirements shall include 24 credits of course work. At least three (3) credit hours shall be earned from each of six (6) goals (total of 18 credits) set out in section 3 below. Each institution shall identify six (6) credit hours of additional course work from the six goals. For those institutions that allow it, students have the flexibility to select an additional three (3) credit hours from Goals three (3), four (4) or six (6) with courses selected from different disciplinary prefixes. The distribution of courses/credits will be maintained as guidelines managed and approved by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.

<b><i>System Goal</i></b>	<b><i>BHSU</i></b>	<b><i>DSU</i></b>	<b><i>NSU</i></b>	<b><i>SDSM&amp;T</i></b>	<b><i>SDSU</i></b>	<b><i>USD</i></b>
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<i>Goal #4: Arts and Humanities</i>	3	3	3	3	3	3
<i>Goal #5: Mathematics</i>	3	3	3	3	3	3
<i>Goal #6: Natural Sciences</i>	3	3	3	6	3	3
<i>Goal #3, #4, #6 Flexibility</i>	3	3	3	0	3	3
	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>

### **3. Approved Courses Meeting System General Education Requirements**

The finite list of courses approved to meet each of the established system goals will be maintained in the Academic Affair Guidelines. Proposed changes to the courses permitted to meet System General Education Requirements are approved by the Board of Regents each year during the March meeting impacting the next academic year. The list of courses approved to meet each of the established system goals will be closely monitored by the System General Education Committee and Academic Affairs Council to ensure course relevance, program coherence, and breadth of student choice.

### **4. System General Education Committee**

Each university shall appoint at least one representative to the System General Education Committee. Additional representatives may be drawn from all SDBOR universities as needed. Two members of the System Assessment Committee will also serve on the System General Education Committee. A system academic affairs staff member and a member of the Academic Affairs Council (or designee) will serve as ex officio members. The Committee shall:

- 4.1. Review the AAC Guidelines related to the project charter as new members are added to this committee.
- 4.2. Advise the Academic Affairs Council on matters related to general education, including student learning outcomes, curriculum, policy, guidelines, and processes to ensure faculty oversight of the general education curriculum.
- 4.3. Specify student learning outcomes with faculty input for each of the general education goals identified in section C.
- 4.4. Partner on best practices and working together to understand the needs of each institution and the system.
- 4.5. Report as applicable according to BOR Policy 2:11.

**FORMS / APPENDICES:**

BOR Policy 2:5 Seamless Transfer of Credit

BOR Policy 2:11 Assessment

AAC Guidelines General Education

**SOURCE:**

BOR January 1985; BOR June 1992; BOR March 1995; BOR May 1996; BOR December 1997; BOR August 1999; BOR January 2000; BOR January 2001; BOR June 2001; BOR October 2001; BOR March 2003; BOR June 2003; BOR March 2005; BOR December 2005; BOR March 2006; BOR October 2006; BOR December 2006; BOR June 2007; BOR December 2007; BOR March 2008; BOR December 2008; BOR August 2009; BOR December 2009; BOR June 2010; BOR December 2010; BOR December 2011; BOR March 2012; BOR June 2012; BOR December 2012; BOR May 2013; BOR December 2013; BOR April 2014; BOR October 2014; BOR December 2014; BOR December 2015; BOR March-April 2016; BOR August 2016; BOR May 2017; BOR May 2019; BOR August 2022.

**SOUTH DAKOTA BOARD OF REGENTS****Policy Manual****SUBJECT:** ~~Associate Degree General Education Curriculum~~**NUMBER:** ~~2:26~~

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**A. PURPOSE**

~~To provide for the requisite oversight that the general education component of all associate degree programs shall consist of the System General Education Requirements. Students may only select general education courses from a limited approved list to meet the System General Education Requirements. These requirements are effective for students entering Fall 2017.~~

**B. DEFINITIONS**

None

**C. POLICY****1. System General Education Requirements Course/Credit Distribution**

~~System General Education Requirements shall include 24 credits of course work. At least 3 credit hours shall be earned from each of 6 goals (total of 18 credits) set out in section 3 below. Each institution shall identify 6 credit hours of additional course work from the six goals. For all institutions, students have the flexibility to select an additional three credit hours from Goal #3, #4 or #6 with courses selected from different disciplinary prefixes. The distribution of courses/credits will be maintained as guidelines managed by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.~~

<i><b>System Goal</b></i>	<i><b>BHSU</b></i>	<i><b>DSU</b></i>	<i><b>NSU</b></i>	<i><b>SDSM&amp;T</b></i>	<i><b>SDSU</b></i>	<i><b>USD</b></i>
<i><b>Goal #1: Written Communication</b></i>	6	6	6	6	6	6
<i><b>Goal #2: Oral Communication</b></i>	3	3	3	3	3	3
<i><b>Goal #3: Social Sciences</b></i>	3	3	3	3	3	3
<i><b>Goal #4: Arts and Humanities</b></i>	3	3	3	3	3	3
<i><b>Goal #5: Mathematics</b></i>	3	3	3	3	3	3
<i><b>Goal #6: Natural Sciences</b></i>	3	3	3	6	3	3
<i><b>Goal #3, #4, #6 Flexibility</b></i>	3	3	3	0	3	3
	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>

## **2. ~~Approved Courses to Meet System General Education Requirements~~**

~~The limited list of courses approved to meet each of the established system goals will be maintained as guidelines managed by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs. Proposed changes to the courses permitted to meet System General Education Requirements are approved by the Board of Regents each year during the March meeting. The list of courses approved to meet each of the established system goals will be closely monitored by the System General Education Committee and Academic Affairs Council to ensure course relevance, program coherence, and breadth of student choice.~~

## **3. ~~System General Education Goals and Requirements~~**

~~The General Education Committee will specify student learning outcomes for each of the general education goals listed in this section using appropriate faculty input. The specific student learning outcomes will be maintained as guidelines and managed by the Academic Affairs Council in consultation with the System General Education Committee and approved by the Committee on Academic and Student Affairs. The six System General Education Goals are:~~

~~GOAL #1: Students will write effectively and responsibly and will understand and interpret the written expression of others.~~

~~GOAL #2: Students will communicate effectively and responsibly through listening and speaking.~~

~~GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.~~

~~GOAL #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.~~

~~GOAL #5: Students will understand and apply fundamental mathematical processes and reasoning.~~

~~GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.~~

## **4. ~~Transfer of System Associate Degree General Education Requirements~~**

~~Students who complete the System Associate Degree General Education Requirements at any SD Board of Regents institution and then transfer to another SD Board of Regents institution will have fulfilled the System Associate Degree General Education Requirements at the new institution even if the receiving institution has different credit/course distribution and approved course lists. All prerequisites for associate and baccalaureate programs must be completed as determined by the student's degree plan. See SDBOR policy 2:5 for additional guidance on transfer of general education credits.~~

**FORMS / APPENDICES:**

None

**SOURCE:—**

~~BOR June 1997; BOR December 1997; BOR December 1998; BOR August 1999; BOR January 2001; BOR June 2001; BOR October 2001; BOR March 2005; BOR June 2005; BOR June 2007; BOR December 2007; BOR March 2008; BOR December 2008; BOR August 2009; BOR December 2009; BOR June 2010; BOR December 2010; BOR December 2011; BOR March 2012; BOR June 2012; BOR December 2012; BOR May 2013; BOR December 2013; BOR April 2014; BOR October 2014; BOR December 2014; BOR August 2016; BOR May 2017; December 2017 (Clerical); BOR May 2019.~~



**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – B (3)**

**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**Revised BOR Policy 2:11 – Assessment (Second Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:11](#) – Assessment

[BOR Policy 2:7](#) – Baccalaureate General Education Curriculum

[BOR Policy 2.26](#) – Associate Degree General Education Curriculum

**BACKGROUND / DISCUSSION**

Following the elimination of the CAAP examination in 2016, the Board of Regents (BOR) adopted a system-wide process to assess general education using authentic assessment. The new assessment process was modeled after the AAC&U VALUE Institute, an organization that conducts secondary assessment of a sample of de-identified student work using VALUE rubrics to draw conclusions about the efficacy of a general education program. The BOR system scaled the process to draw conclusions about general education outcomes at the state level using system-created rubrics, university faculty, and an assessment summit.

The system piloted the model in the summers of 2018 and 2019. Feedback from faculty participants, board office staff, and university academic leaders suggested the process did not result in sufficiently useful data. Following an Academic Affairs Council (AAC) meeting in October of 2019, the Board academic staff notified the System General Education Committee (general education faculty from all six universities) and System Assessment Committee (assessment stakeholders from all six universities) that the assessment summits would be discontinued in favor of a more decentralized process for assessment of general education. The notification indicated a collaborative process would be used to propose a revision to Board policies pertaining to the assessment of general education.

Due to COVID and various transitions, AAC evaluated assessment at their January 2022 meeting. The council discussed history and a proposed revision to Policy 2:11. The

(Continued)

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**DRAFT MOTION 20220802\_6-B(3):**

I move to approve the second and final reading of the proposed revisions to BOR Policy 2:11, as presented.

revision was crafted and recommended by the System Assessment Committee and the System General Education Committee.

At the February 2022 AAC meeting, the council supported the revised policy with guidelines to be updated reflecting Board policy changes. Policy 2:11 was revised to include:

1. Aligned the structure of the policy to include the current formatting.
2. Addition of the definitional section.
3. Addition of the Policy Statements.
4. Addition of System Reporting Requirements.
5. Removal of the Cross Curricular Skills from Policy.

### **IMPACT AND RECOMMENDATION**

The BOR academic staff and legal counsel recommend that Board Policy 2:11 be revised to:

- reflect the current effective practice of institutional assessment of the System General Education Requirements,
- require each institution to report its general education findings annually to the Board of Regents, and
- remove the list and definitions of the cross-curricular skills from the policy and place them in a new guideline.

The timeline associated with these changes is as follows:

- First Reading – June 2022 BOR Meeting
- Guidelines Updated – August 2022 (In-progress)
- Second Reading – August 2022 BOR Meeting

This is the second reading of the policy. No other revisions have been made since the first reading at the June 2022 BOR meeting.

### **ATTACHMENTS**

Attachment I – Proposed Revisions to BOR Policy 2:11 (with track changes)

Attachment II – Proposed Revisions to BOR Policy 2:11 (clean copy)

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Assessment

**NUMBER:** 2:11

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### **A. PURPOSE-Purpose of Assessment**

This policy identifies the responsibility of each university to assess student learning within its academic programs. The aAssessment of student learning enhances the overall quality of academic and co-curricular programs. University assessment programs increase communication within and between departments/units related to departmental, college and institutional goals and objectives. Assessment also enhances public understanding of higher education and diversity of institutional roles and missions.

### **B. DEFINITIONS**

1. **Academic Program:** The degree, major, and as applicable the specialization approved by the Board of Regents for the degree-granting institution.
2. **Assessment:** A systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.
3. **Institutional Accreditor:** The six public universities are accredited by the Higher Learning Commission.

### **C. PRINCIPLES, EXPECTATIONS AND POLICY STATEMENTS**

1. Assessment is a necessary and integral component of continuous improvement for academic programs.
2. Information gained from assessment should be used to improve student outcomes.
3. Assessment of student outcomes may include authentic student work, student performances, nationally normed tests, licensure exams, surveys, observations, placement rates and other measures as determined by the academic department and university.
4. The Board shall remain apprised of students' learning outcomes and each university's efforts to improve student learning outcomes.
5. Assessment for continuous improvement should not be used to make comparisons among Regental universities, as the curriculum, assessment plans, measurement instruments, ratings, resources, faculty, ~~students~~students, and missions are different for each university.

## **D. ASSESSMENT POLICY**

### **1. System Assessment ~~and Testing~~ Committee**

Each university shall appoint at least one representative to the SDBOR System Assessment ~~and Testing~~ Committee. The Committee shall:

- 1.1. Advise the Academic Affairs Council on matters related to assessment ~~and testing~~, including policy and guidelines designed to ensure that assessment ~~and testing~~ requirements and activities are clear, efficient, and effective;
- 1.2. Communicate and coordinate with the System General Education Committee to advance system initiatives pertaining to assessment.

### **~~2. System General Education Committee~~**

~~Each university shall appoint at least one representative to the SDBOR System General Education Committee. As noted in Policies 2.7 and 2.26, this committee is responsible for identifying the general education student learning outcomes with appropriate faculty input. The System General Education Committee shall provide guidance to the Assessment and Testing Committee to:~~

- ~~2.1. Formulate or select system rubrics or measures for the assessment and evaluation of general education standards.~~
- ~~2.2. Design and maintain a process for the assessment and evaluation of the System General Education Requirements.~~
- ~~2.3. Recruit, train and engage faculty members to assess and evaluate student attainment of general education goals and outcomes.~~
- ~~2.4. Serve as liaisons on their campuses for matters related to assessment of general education.~~

### **~~3. System General Education Requirements Assessment~~**

~~The SDBOR has established System General Education Requirements (Policy 2:7 and 2:26). To assess and evaluate student achievement of the goals and learning outcomes of the established System General Education Requirements, all universities shall participate in a shared assessment and evaluation process that utilizes a random sample of syllabi and student work produced in general education courses and system standard rubrics or other measures, as appropriate. —~~

~~As described in BOR policy 2:7, the System General Education Committee will conduct the assessment of system general education requirements.~~

~~The processes and methods used for assessment of general education will be included in the Academic Council Guidelines following approval by the Council and approval by the Committee on Academic and Student Affairs.~~

- ~~3.1. System General Education course syllabi and student work shall be reviewed on a scheduled approved by the Academic Affairs Council~~
- ~~3.2. Evaluators shall be members of the System General Education Committee and — additional faculty members drawn from all SDBOR universities as needed~~

- ~~3.3. Evaluators shall use rubrics or measures for assessment approved by the Academic Affairs Council~~
- ~~3.4. The System Assessment and Testing Committee shall support the System General Education Committee and its processes and identify a minimum of two members to serve on the General Education Committee~~
- ~~3.5. Results from the assessments shall be presented annually to the SDBOR in a format that serves the continuous quality improvement needs of the campuses and the Regental System~~

#### **4.2. University Assessment of Academic Programs**

Each university shall have in place a functioning assessment structure and processes which conform to the accreditation requirements of the ~~Higher Learning Commission (HLC)~~ institutional accreditor and any specialty accreditations or approvals maintained by programs or units at the university. At a minimum each institution's assessment structure and processes shall:

- ~~2.1. Assess and analyze student achievement of the goals and learning outcomes of the established SDBOR System General Education Requirements. Each university will submit a report of their assessment findings annually to the Board at its December meeting. AAC Guidelines outline the required components of the report.~~
- ~~4.1. Support institutional Program Review or Specialty Accreditation for each academic program/department. —~~
- ~~4.2.2.2. All academic programs will be reviewed on a 76-year cycle unless their specialized accreditation requires a different timeline. The university President or Chief Academic Officer may require a shorter review interval or grant an extension of no longer than two (2) years.~~
- ~~4.3.2.3. Include program-level (undergraduate, graduate and co-curricular) assessment plans and processes. Undergraduate program level assessment plans will include methods of assessment for Cross-Curricular Skill Requirements per Academic Affairs Guidelines.~~

~~The purpose of the cross-curricular skills is to enable each institution to integrate and extend general education learning into its programs of study in a manner consistent with and supportive of each institution's mission, vision and values and any requirements of ongoing institutional or program specific accreditation or approval.~~

~~Each institution will manage the design, integration, assessment, evaluation and ongoing continuous improvement of cross-curricular skills within its degree programs. Documentation on how each institution uses the cross-curricular skills to support general education learning will be reviewed by the Academic Affairs Council and the Committee on Academic and Student Affairs.~~

~~Each university program will select no less than five of the following cross-curricular skill requirements as programmatic student learning outcomes:~~

### **~~Inquiry and Analysis~~**

~~A systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.~~

### **~~Critical and Creative Thinking~~**

~~A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk-taking.~~

### **~~Information Literacy~~**

~~The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and convey that information to address the need or problem at hand.~~

### **~~Teamwork~~**

~~Behaviors under the control of individual team members—effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.~~

### **~~Problem Solving~~**

~~The process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.~~

### **~~Civic Knowledge and Engagement~~**

~~Developing the combination of knowledge, skills, values and motivation that make a difference in the civic life of communities and promoting the quality of life in a community, through both political and non political processes. Engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.~~

### **~~Intercultural Knowledge~~**

~~Cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.~~

### **~~Ethical Reasoning~~**

~~Reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.~~

### **~~Foundational Lifelong Learning Skills~~**

Involves “purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.”

### **Integrative Learning**

An understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

### **Diversity, Inclusion and Equity**

The intentional engagement with diversity (i.e., individual differences and group/social differences) in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to and participation in educational and community programs for all members of society.

4.4.2.4. Include other required elements of the university assessment program as identified by individual institutions.

4.5.2.5. Incorporate the results of assessment and evaluation processes into the regular review of curriculum, co-curricular programs and related policies and procedures.

## **FORMS / APPENDICES:**

None

## **SOURCE:**

BOR August 1984; BOR April 1987; BOR June 1987; BOR June 1992; BOR March 2005; BOR August 2016.

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Assessment

**NUMBER:** 2:11

---

### **A. PURPOSE**

This policy identifies the responsibility of each university to assess student learning within its academic programs. Assessment of student learning enhances the overall quality of academic and co-curricular programs. University assessment programs increase communication within and between departments/units related to departmental, college and institutional goals and objectives. Assessment also enhances public understanding of higher education and diversity of institutional roles and missions.

### **B. DEFINITIONS**

1. **Academic Program:** The degree, major, and as applicable the specialization approved by the Board of Regents for the degree-granting institution.
2. **Assessment:** A systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.
3. **Institutional Accreditor:** The six public universities are accredited by the Higher Learning Commission.

### **C. POLICY STATEMENTS**

1. Assessment is a necessary and integral component of continuous improvement for academic programs.
2. Information gained from assessment should be used to improve student outcomes.
3. Assessment of student outcomes may include authentic student work, student performances, nationally normed tests, licensure exams, surveys, observations, placement rates and other measures as determined by the academic department and university.
4. The Board shall remain apprised of students' learning outcomes and each university's efforts to improve student learning outcomes.
5. Assessment for continuous improvement should not be used to make comparisons among Regental universities, as the curriculum, assessment plans, measurement instruments, ratings, resources, faculty, students, and missions are different for each university.



**D. ASSESSMENT POLICY****1. System Assessment Committee**

Each university shall appoint at least one representative to the SDBOR System Assessment Committee. The Committee shall:

- 1.1. Advise the Academic Affairs Council on matters related to assessment, including policy and guidelines designed to ensure that assessment requirements and activities are clear, efficient, and effective;
- 1.2. Communicate and coordinate with the System General Education Committee to advance system initiatives pertaining to assessment.

**2. University Assessment of Academic Programs**

Each university shall have in place a functioning assessment structure and processes which conform to the accreditation requirements of the institutional accreditor and any specialty accreditations or approvals maintained by programs or units at the university. At a minimum each institution's assessment structure and processes shall:

- 2.1. Assess and analyze student achievement of the goals and learning outcomes of the established SDBOR System General Education Requirements. Each university will submit a report of their assessment findings annually to the Board at its December meeting. AAC Guidelines outline the required components of the report.
- 2.2. Support institutional Program Review or Specialty Accreditation for each academic program/department. All academic programs will be reviewed on a 6-year cycle unless their specialized accreditation requires a different timeline. The university President or Chief Academic Officer may require a shorter review interval or grant an extension of no longer than two (2) years.
- 2.3. Include program-level (undergraduate, graduate and co-curricular) assessment plans and processes. Undergraduate program level assessment plans will include methods of assessment for Cross-Curricular Skill Requirements per Academic Affairs Guidelines.
- 2.4. Include other required elements of the university assessment program as identified by individual institutions.
- 2.5. Incorporate the results of assessment and evaluation processes into the regular review of curriculum, co-curricular programs and related policies and procedures.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR August 1984; BOR April 1987; BOR June 1987; BOR June 1992; BOR March 2005; BOR August 2016.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – B (4)**

**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**Revised BOR Policy 2:13 – Externally Funded Course for Academic Credit  
Qualifications for Faculty Teaching Externally Funded Courses (Second Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:8](#) – Level and Numbering of and Enrollment in Courses

[BOR Policy 2:13](#) – Third Party Requests for Academic Credit

[HLC Guidelines](#)

**BACKGROUND / DISCUSSION**

Each of the six universities are accredited by the Higher Learning Commission ([HLC](#))<sup>1</sup>. Higher Learning Commission (HLC) Assumed Practice B. Teaching and Learning: Quality, Resources, and Support<sup>1</sup> – effective September 1, 2017 – notes that faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield in which they teach that is at least one level above that of the courses being taught or developed. Therefore, faculty teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship, or achievement appropriate for the graduate program.

While faculty credentials are the primary mechanism to ascertain faculty qualifications, tested experience (also called equivalent experience) may be considered by the institution in determining whether a faculty member is qualified. The HLC defines tested experience as real-world experience equivalent to the degree it would otherwise require for a faculty position. Per the HLC, institutions that use tested experience should have well-defined policies, procedures and documentation approved through the faculty governance process that guide decisions on when experience is equivalent to the earned credential.

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<sup>1</sup> Higher Learning Commission (2020). Official HLC Guidelines. Determining qualified faculty through HLC's criteria for accreditation and assumed practices. Guidelines for institutions and peer reviewers. Retrieved from [https://download.hlcommission.org/FacultyGuidelines\\_OPB.pdf](https://download.hlcommission.org/FacultyGuidelines_OPB.pdf)

(Continued)

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**DRAFT MOTION 20220802\_6-B(4):**

I move to approve the second and final reading of the proposed revisions to BOR Policy 2:13, as presented.

Board Policy 2:13 Third Party Requests for Academic Credit, approved in 2005, sets the minimum qualifications for instructors contracted to teach externally funded courses:

- Faculty Qualifications. Instructors teaching graduate credit for externally funded courses at the 500-level must have a minimum of a master's degree in the discipline. For 600-900 level courses, instructors must have a minimum of the terminal degree in the discipline. In Education, instructors may instead possess a specialist degree.

Board Policy 2:13 notes instructors teaching an externally funded course at the 500-level need only a master's degree, but that policy was approved in 2005 and has not been updated to reflect the more rigorous HLC guidelines on faculty qualifications enacted in 2017. This policy change reflects the more rigorous HLC guidelines.

Substantive changes in this policy include:

1. Title change to Externally Funded Courses for Academic Credit
2. Updating of the Purpose
3. Addition of the Definitions
4. Addition of Policy Statements
5. Language to reflect HLC Guidelines

## **IMPACT AND RECOMMENDATION**

Board Policy 2:13 was evaluated by the Academic Affairs Council (AAC) in coordination with the HLC guidelines. BOR academic staff recommended the policy be revised to 1) reflect the HLC's requirement on required academic credentials for instructors contracted to teach externally funded courses, and 2) reference the alternative qualification of tested experience for highly qualified professionals who do not meet the educational requirement (see Attachment I and II).

Timeline for this policy revision is as follows:

- First Reading – June 2022 BOR Meeting
- Second Reading – August 2022 BOR Meeting
- Guidelines and/or Forms – July/August 2022 (In-progress)

This is the second reading of the policy. No other revisions have been made since the first reading at the June 2022 BOR meeting.

## **ATTACHMENTS**

Attachment I – Revised BOR Policy 2:13 (With Track Changes)

Attachment II – Revised BOR Policy 2:13 (Clean Copy/Without Track Changes)

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** ~~Third Party Requests for Academic Credit~~ Externally Funded Courses for Academic Credit

**NUMBER:** 2:13

---

### **A. PURPOSE**

The Regental system is committed to (1) providing courses for academic credit that are of a consistently high quality and (2) complying with the standards defined by the institutional accreditor.

Therefore, each University has established expectations and standards associated with teaching courses for academic credit within the Regental system. Most of the university courses are taught by members of the academic faculty. Other approved faculty may teach credit-bearing classes in accordance with the provisions of this policy.

~~Universities are authorized to receive and evaluate requests from groups, governmental agencies, businesses, associations, and other entities for academic credit for workshops and conferences. This includes Regental campus entities financed by grant funds. Refer to BOR policies 5:5, 5:5:3, and 5:17 for information on tuition, fees, and use of the Special Externally Funded Tuition Rate.~~

### **B. DEFINITIONS**

1. **Board of Regents:** Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
2. **Institutional Accreditor:** The six public universities are accredited by the Higher Learning Commission.
3. **Institution:** Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
4. **Instructor:** The individual listed in the student information system as the instructor for a course.
5. **Third Party:** An independent employer or agency outside of the Regental system.

### **C. POLICY STATEMENTS**

## **1. Governance:**

- 1.1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming and tuition and fees.
- 1.2. The Board of Regents governs externally funded courses and approves the tuition and fees assigned in accordance with Board policy.
- 1.3. BOR policies 5:5, 5:5:3, and 5:17 govern tuition, fees, and use of the Special Externally Funded Tuition Rate.
- 1.4. Universities are authorized to receive and evaluate requests from groups, governmental agencies, businesses, associations, and other entities for academic credit for workshops and conferences. This includes Regental campus entities financed by grant funds

## **D. COURSE EXPECTATIONS**

Institutions are required to follow the requirements of the institution accreditor, AAC guidelines, and BOR policies, and student information system requirements.

### **1. Courses**

#### **2.1. Course Prefix**

The prefix is determined by the discipline of the course. Universities shall use only the prefixes for which they are approved.

#### **3.2. Course Level**

3.1.2.1. Courses may be offered at the undergraduate or graduate level. Refer to BOR policy 2:8 Levels and Numbering of and Enrollment in Courses for further information.

3.2.2.2. Readings, assignments, and evaluation standards shall make the course comparable to others at the same level within the university.

#### **4.3. Course Numbers**

4.1.3.1. Undergraduate courses may only use the numbers for Workshops (193, 293, 393, or 493) or Special Topics (192, 292, 392, or 492). Refer to BOR policy 2:8 for further information. The university may limit workshop credit hours that apply to an associate or baccalaureate degree. The university will publish this limit.

4.2.3.2. Graduate courses developed by external groups may only use the 592 number for Special Topics or the 593 number for Workshops. University developed courses may only use the Special Topics numbers (592, 692, 792, or 892) or the Workshop numbers (593, 693, 793, or 893). For the limit on the number of Workshop credit hours that may apply to a graduate degree, refer to BOR policy 2:8.2.E.

#### **5.4. Credit Hours**

The number of credit hours for each course depends on the course requirements. Workshops typically are 1 credit hour and Special Topics courses typically are 1 to 3 credit

hours. All courses offered for credit must involve a minimum of fifteen contact hours over three instructional days for each credit hour awarded.

### **6.5. Course Approval Process**

**6.1.5.1.** The Third Party is responsible for submitting a copy of their proposed course syllabus to the university Vice President for Academic Affairs a minimum of 8 weeks (40 working days) prior to the start date of the course. The Vice President for Academic Affairs will designate the appropriate Dean and Department Chair to conduct the course review process.

**6.2.5.2.** If the Third Party wishes credit to be granted by more than one Regental university, s/he should contact the BOR Senior Administrator who will coordinate the course approval process in consultation with the university Vice Presidents for Academic Affairs.

### **7.6. Site of Course Delivery**

**7.1.6.1.** Courses typically are delivered at an ~~off-campus~~off-campus site.

**7.2.6.2.** If courses are offered on a Regental university campus, an agreement for use of facilities is required.

**7.3.6.3.** If courses are offered at a location other than a Regental university campus and do not utilize any university facilities, an agreement for use of university facilities is not required.

**7.4.6.4.** If a university entity is funded by a grant and the university indicated that use of facilities was a match, the entity may use facilities for offering an approved course without additional cost. An agreement for use of university facilities is not required.

## **B.E. FACULTY EXPECTATIONS**

### **2. Faculty**

#### **1. Qualifications for teaching undergraduate credit (100-499)**

- 1.1. The instructor must have a minimum of a master's degree in the discipline or a master's degree with 18 graduate hours in the discipline.
- 1.2. An individual with the qualifications indicated in (1) above may serve as the Lead Instructor who supervises instructors delivering the course.

#### **2. Qualifications for teaching graduate credit (500-899)**

~~2.1. For 500-level courses, the instructor must have a minimum of a master's degree in the discipline.~~

~~2.2.2.1. For 600-899-level courses, t~~The instructor must have a ~~minimum of the~~ terminal degree in the discipline or meet the university's policy for tested experience. In Education, the instructor also may have a Specialist degree.

2.3.2.2. With approval of the Vice President for Academic Affairs, an individual with the qualifications indicated in (2.1) ~~and (2)~~ above may serve as the Lead Instructor who supervises instructors delivering the course.

### 3. Approval of Course Instructors

- 3.1. Faculty not employed by the university must be approved by the university to serve as the course instructor.
- 3.2. A request for approval of a course instructor and a copy of his/her vita must accompany the proposed course syllabus submitted to the university Vice President for Academic Affairs.
- 3.3. Approval of a course instructor will be part of the process for review of the proposed course to be taught by the instructor.

### 4. Compensation

- 4.1. Faculty employed by the university must be compensated according to the current BOR agreement with the faculty union. Information may be obtained from the university Vice President for Academic Affairs.
- 4.2. The Third Party provides the compensation funds, including salary and benefits, to the university and the university pays the faculty member.
- 4.3. Faculty employed by the university may not donate their services for teaching the course to a Third Party.
- 4.4. The Third Party establishes compensation for course instructors who are employed by the Third Party and are not university faculty.

## **FORMS / APPENDICES:**

None

## **SOURCE:**

BOR March 2005; July 2019 (Clerical); BOR August 2022.



## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual

**SUBJECT:** Externally Funded Courses for Academic Credit

**NUMBER:** 2:13

---

#### **A. PURPOSE**

The Regental system is committed to (1) providing courses for academic credit that are of a consistently high quality and (2) complying with the standards defined by the institutional accreditor.

Therefore, each University has established expectations and standards associated with teaching courses for academic credit within the Regental system. Most of the university courses are taught by members of the academic faculty. Other approved faculty may teach credit-bearing classes in accordance with the provisions of this policy.

#### **B. DEFINITIONS**

1. **Board of Regents:** Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
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4. **Instructor:** The individual listed in the student information system as the instructor for a course.
5. **Third Party:** An independent employer or agency outside of the Regental system.

#### **C. POLICY STATEMENTS**

##### **1. Governance:**

- 1.1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming and tuition and fees.
- 1.2. The Board of Regents governs externally funded courses and approves the tuition and fees assigned in accordance with Board policy.

- 1.3. BOR policies 5:5, 5:5:3, and 5:17 govern tuition, fees, and use of the Special Externally Funded Tuition Rate.
- 1.4. Universities are authorized to receive and evaluate requests from groups, governmental agencies, businesses, associations, and other entities for academic credit for workshops and conferences. This includes Regental campus entities financed by grant funds

## **D. COURSE EXPECTATIONS**

Institutions are required to follow the requirements of the institution accreditor, AAC guidelines, and BOR policies, and student information system requirements.

### **1. Course Prefix**

The prefix is determined by the discipline of the course. Universities shall use only the prefixes for which they are approved.

### **2. Course Level**

- 2.1. Courses may be offered at the undergraduate or graduate level. Refer to BOR policy 2:8 Levels and Numbering of and Enrollment in Courses for further information.
- 2.2. Readings, assignments, and evaluation standards shall make the course comparable to others at the same level within the university.

### **3. Course Numbers**

- 3.1. Undergraduate courses may only use the numbers for Workshops (193, 293, 393, or 493) or Special Topics (192, 292, 392, or 492). Refer to BOR policy 2:8 for further information. The university may limit workshop credit hours that apply to an associate or baccalaureate degree. The university will publish this limit.
- 3.2. Graduate courses developed by external groups may only use the 592 number for Special Topics or the 593 number for Workshops. University developed courses may only use the Special Topics numbers (592, 692, 792, or 892) or the Workshop numbers (593, 693, 793, or 893). For the limit on the number of Workshop credit hours that may apply to a graduate degree, refer to BOR Policy 2:8.

### **4. Credit Hours**

The number of credit hours for each course depends on the course requirements. Workshops typically are 1 credit hour and Special Topics courses typically are 1 to 3 credit hours. All courses offered for credit must involve a minimum of fifteen contact hours over three instructional days for each credit hour awarded.

### **5. Course Approval Process**

- 5.1. The Third Party is responsible for submitting a copy of their proposed course syllabus to the university Vice President for Academic Affairs a minimum of 8 weeks (40 working days) prior to the start date of the course. The Vice President for Academic Affairs will designate the appropriate Dean and Department Chair to conduct the course review process.

- 5.2. If the Third Party wishes credit to be granted by more than one Regental university, s/he should contact the BOR Senior Administrator who will coordinate the course approval process in consultation with the university Vice Presidents for Academic Affairs.

## **6. Site of Course Delivery**

- 6.1. Courses typically are delivered at an off-campus site.
- 6.2. If courses are offered on a Regental university campus, an agreement for use of facilities is required.
- 6.3. If courses are offered at a location other than a Regental university campus and do not utilize any university facilities, an agreement for use of university facilities is not required.
- 6.4. If a university entity is funded by a grant and the university indicated that use of facilities was a match, the entity may use facilities for offering an approved course without additional cost. An agreement for use of university facilities is not required.

## **E. FACULTY EXPECTATIONS**

### **1. Qualifications for teaching undergraduate credit (100-499)**

- 1.1. The instructor must have a minimum of a master's degree in the discipline or a master's degree with 18 graduate hours in the discipline.
- 1.2. An individual with the qualifications indicated in (1) above may serve as the Lead Instructor who supervises instructors delivering the course.

### **2. Qualifications for teaching graduate credit (500-899)**

- 2.1. The instructor must have a terminal degree in the discipline or meet the university's policy for tested experience. In Education, the instructor also may have a specialist degree.
- 2.2. With approval of the vice president for academic affairs, an individual with the qualifications indicated in (2.1) above may serve as the Lead Instructor who supervises instructors delivering the course.

### **3. Approval of Course Instructors**

- 3.1. Faculty not employed by the university must be approved by the university to serve as the course instructor.
- 3.2. A request for approval of a course instructor and a copy of his/her vita must accompany the proposed course syllabus submitted to the university vice president for academic affairs.
- 3.3. Approval of a course instructor will be part of the process for review of the proposed course to be taught by the instructor.

### **4. Compensation**

- 4.1. Faculty employed by the university must be compensated according to the current BOR agreement with the faculty union. Information may be obtained from the university vice president for academic affairs.
- 4.2. The Third Party provides the compensation funds, including salary and benefits, to the university and the university pays the faculty member.
- 4.3. Faculty employed by the university may not donate their services for teaching the course to a Third Party.
- 4.4. The Third Party establishes compensation for course instructors who are employed by the Third Party and are not university faculty.

**FORMS / APPENDICES:**

Externally Funded Course Form

**SOURCE:**

BOR March 2005; July 2019 (Clerical); BOR August 2022.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – B (5)**

**DATE: August 2-4, 2022**

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**SUBJECT**

**Revised BOR Policy 2:29 – Definition of Credits and Related Institutional Requirements (Second Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:29](#) – Definition of Credits and Related Institutional Requirements  
[HLC Guidelines](#)

**BACKGROUND / DISCUSSION**

BOR Policy 2:29 governs the institutional credit requirements to ensure academic quality and compliance with the Higher Learning Commission (HLC) guidelines. [HLC](#)<sup>1</sup> requires at least thirty (30) of the 120 credit hours at the undergraduate level taught and delivered by the degree-seeking institution.

Over the last several months, this policy has been evaluated by the Academic Affairs Council (AAC) to ensure that the use of technology and the practice of transfer met the rigor required for academic quality. In addition, with the approval of the SD Board of Regents Strategic Plan, the policies governed by the Regents were reviewed in light of transfer initiatives currently underway to ensure best practices. The overall policy has been updated to reflect current policy structure and to allow campuses and students optimal flexibility where warranted.

A summary of the substantive changes made are as follows:

1. Changed policy title to Academic Program Student Credit Hour Requirements

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<sup>1</sup> Higher Learning Commission (2020). Assumed Practices: HLC Policy. Section B: Teaching and Learning: Quality, Resources, and Support. Retrieved from <https://www.hlcommission.org/Policies/assumed-practices.html#:~:text=Typically%20institutions%20will%20require%20that%20at%20minimum%2030,institutions%20C%20or%20through%20contractual%20relationships%20approved%20by%20HLC.>

(Continued)

\*\*\*\*\*

**DRAFT MOTION 20220802\_6-B(5):**

I move to approve the second and final reading of the proposed revisions to BOR Policy 2:29, as presented.

2. Updated the policy structure to the current format
3. Eliminated duplication of definitions
4. Section D, Undergraduate
  - a. Added the definitional language throughout
  - b. Section 4, allowed exemptions up to 10% due to special, specific circumstances approved by the institution chief academic officer
  - c. Section 4, removed the university center language
5. Section E, Graduate – Added the definitional language throughout
6. Section F, Request for Exemption added.

### **IMPACT AND RECOMMENDATION**

The addition of flexibility to this policy also coincides with the new draft of the BOR Seamless Transfer Policy while ensuring academic rigor and quality remains intact.

This is the second reading of the policy. No other revisions have been made since the first reading at the June 2022 BOR meeting.

### **ATTACHMENTS**

Attachment I – BOR Policy 2:29 With Track Changes

Attachment II – BOR Policy 2:29 Clean Copy/Without Track Changes

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Definitions of Credits and Related Institutional Requirements  
Academic Program  
Student Credit Hour Requirements

**NUMBER:** 2:29

### A. PURPOSE

This policy endorses the requirement for academic quality by the accrediting organization ensuring students receive optimum transfer of knowledge, competencies, and experience deemed essential for degrees conferred by the degree granting institution, certify that students have met institutional and program standards, and provide faculty with the basis to act as a reference for students seeking employment.

### A.B. DEFINITIONS

1. **Academic Program:** This is the Degree, Major and as applicable the Specialization approved by the Board of Regents for the degree-granting institution.
2. **Accrediting Institution:** Holding accreditation from one of the following regional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education, New England Association of Schools and Colleges, Higher Learning Commission, Northwest Accreditation Commission, Southern Association of Colleges and Schools, and WASC Senior College and University Commission (WSCUC).
3. **Course Student Load:** The number of allowable credit hours per semester, term.
4. **Credits in Residence:** A course offered by any of the degree-granting institutions at any approved site using any approved method of delivery for the approved academic program. ~~A Credit in Residence within the Board of Regents system is a course offered by any of the degree-granting institution at any approved site using any approved method of delivery.~~
5. **Degree-Granting Institution:** A Regental institution approved to offer an academic program to degree-seeking students.
- ~~4-6.~~ **Degree-Granting Institutional Credits:** An institutional credit is a credit offered by the degree granting institution ~~and includes credits that are part of a formal collaborative agreement between that institution and another Regental institution.~~
7. **Degree-Seeking Student:** A student that has been admitted to a program of study by the degree granting institution.
8. **Home Institution:** This is the primary degree-seeking academic program Regental institution for the degree-seeking student.

**9. Host Institution:** This is a secondary degree-seeking academic program or minor at another Regental institution that a degree-seeking student can attend.

**10. Program:** This policy applies to all undergraduate (associate or bachelor) and graduate/professional (master, specialist, doctorate) degrees.

**11. Transfer Credits:** The accrediting organization allows for external and internal Regental transfer of credit by degree-seeking students per BOR Policy ###. These credits are not considered credits in residence.

**12. Validated Credits:** Credit earned for college-level courses by validation methods such as Credit by Exam, CLEP, AP, portfolio, etc. within the Regental system will not be considered “credits in residence.”

## **Undergraduate**

### **A. Purpose**

- ~~1) Expose students to the knowledge, competencies, and experience deemed essential for degrees conferred by the institution.~~
- ~~2) Certify that students have met institutional standards.~~
- ~~3) Provide faculty with the basis to act as a reference for students seeking employment.~~

### **B. Definitions**

#### ~~1) Credits in Residence~~

~~A Credit in Residence within the Board of Regents system is a course offered by any of the degree-granting Regental institutions at any approved site using any approved method of delivery.~~

#### ~~2) Institutional Credits~~

~~An institutional credit is a credit offered by the degree-granting institution and includes credits that are part of a formal collaborative agreement between that institution and another Regental institution.~~

#### ~~3) Validated Credits~~

~~Credit earned for college level courses by validation methods such as Credit by Exam, CLEP, AP, portfolio, etc. within the Regental system will not be considered “credits in residence.”~~

## **C. PRINCIPLES, EXPECTATIONS AND POLICY STATEMENTS**

1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
2. The academic program of study will implement various teaching practices that may include high impact practices and other in-depth study within their major ensuring students are provided quality education preparing the student for the workforce.



3. The university shall, where appropriate, implement best practices, curriculum programming that enhances the overall program, and reflect recommendations where they advance student outcomes.
4. The accrediting organization does require a percentage of credits to be provided by the degree-granting institution, and therefore, this policy will document the requirements of the credits in residence.

#### **D. C. UNDERGRADUATE DEGREE GRANTING INSTITUTIONAL CREDIT REQUIREMENTS FOR DEGREE-SEEKING STUDENTS**

~~1)1.~~ Each baccalaureate level degree program offered shall require one hundred twenty (120) credit hours and each associate level degree program offered shall require sixty (60) credit hours. Exceptions may be granted for those cases in which a program must comply with specific standards established by external accreditation, ~~licensure~~licensure, or regulatory bodies or for other compelling reasons approved by the executive director in consultation with the Board of Regents' president. ~~All new programs proposed after January 1, 2012 will comply with this requirement and all existing programs will be modified to conform to this requirement by June 30, 2012. All programs as of June 30, 2012, must adhere to these requirements.~~

~~2)2.~~ Minimum number of total credits ~~hours~~ that must be earned from the degree-granting institution ~~shall be: granting the degree:~~

Baccalaureate	30 hours
Associate	15 hours

~~1.3.3)~~ Number of the last credits ~~hours~~ earned preceding completion of the degree that must be earned from the degree-granting institution ~~granting the degree: shall be:~~

Baccalaureate	15 of the last 30 hours
Associate	8 of the last 15 hours

The ~~campus~~institution chief academic officer may make exceptions to this requirement in those cases where there are unique factors, such as participation in an approved study abroad program or in other similar authorized experiences.

~~4)4.~~ Minimum number of credits ~~hours~~ specified in the major or minor requirements that must be completed at the degree granting institution: shall be 50 percent. However, this requirement may be waived for students enrolled ~~in the set of majors offered at the system's Centers which include in the established programs of study~~ in common courses offered by one of the other Regental universities. In addition, the ~~Vice President for Academic Affairs/Provost~~institution chief academic officer may make exceptions to this requirement for individuals based on the student's prior learning experiences, or internal Regental system transfer courses that have been approved and equated to the degree granting institution. At no time can the exceptions exceed 10 percent of the requirements.

- ~~5)~~5. With prior approval by the Board of an authorizing inter-institutional agreement degree seeking students at one institution may complete requirements for and may have transcribed a major offered at the partner Regental institution. This major will be recorded on the student's transcript in conjunction with a degree/major at the student's home university. These majors from a second/host Regental institution will only be recorded on the transcript in conjunction with a degree and major at the student's home institution.
- ~~6)~~6. Degree seeking students may complete requirements for a minor at any Regental university that has been approved to grant that minor. This minor will be recorded on the transcript in conjunction with a degree/major at that university or a degree/major at any other Regental university. A minor will only be recorded on the transcript in conjunction with a degree and major.
- ~~7)~~7. Student course load status is based on the number of credit hours for which a student is enrolled (this applies to fall, spring, and summer semesters).

½ Time Status	6 credit hours minimum
¾ Time Status	9 credit hours minimum
Full Time Status	12 or more credit hours
Overload Status	19 or more credit hours

To be eligible for overload status, a student must have a 2.70 cumulative grade point average and approval by the Dean of the student's division/college at the home institution.

- ~~2.8.~~2.8. Undergraduate Student Course Load Status for Determining FICA Exemptions and Exemptions from South Dakota Re-Employment: For the purposes of determining undergraduate student employee exemptions under §31.3121(b)(10) of the Federal Insurance Contributions Act (FICA) and Revenue Procedure 2005-11, undergraduate students must take a minimum of 6 credit hours in the fall, spring and summer terms. Exemptions from South Dakota Re-Employment should follow the same guidelines as FICA Exemptions in accordance with FUTA standards. See also Board Policy 5:6.

~~B. 2. Graduate~~

~~C. A. Purpose~~

~~D. Recognizes that graduate education is an in-depth study of the major field that relies upon interactions both in and out of the classroom and is not just a collection of courses.~~

~~E. Ensures that the student develops a mentoring relationship with the faculty, benefits from the collective experiences of the students in the program, and is immersed in the intellectual atmosphere of the program derived from the special expertise of the faculty.~~

~~F. B. Definitions~~

**G. Credits in Residence**

**H. ~~A Credit in Residence within the Board of Regents system is a course offered by any of the degree granting Regental institutions at any approved site using any approved method of delivery.~~**

**I. Institutional Credits**

**J. ~~An institutional credit is a credit offered by the degree granting institution and includes credits that are part of a formal collaborative agreement between that institution and another Regental institution.~~**

**E. GRADUATE INSTITUTIONAL CREDIT REQUIREMENTS FOR DEGREE-SEEKING STUDENTS****1. C. Institutional Credit Requirements for Degree Seeking Students**

**1)1. Minimum percentage of degree granting institutional credit hours in the graduate degree program that must be completed from the degree granting institution-~~granting the degree~~: 60 percent.**

**2)2. Maximum percentage of degree granting institutional credit hours in the graduate degree program that may be required from the degree granting institution-~~granting the degree~~: 75 percent.**

**3)3. Program may require that certain courses be completed from the degree granting institution ~~granting the degree~~. Courses that must be completed from the degree granting institution ~~granting the degree~~ must be specified in the degree granting institution's graduate catalog.**

**2)4. When the requirements set by a specialized accrediting agency exceed the BOR requirements, those of the specialized accrediting agency take precedence.**

**3)5. To be eligible for overload status, a student must have approval by the Graduate Dean at the student's home institution. The Graduate Dean at the home institution may certify that a student enrolled for less than 9 credit hours is to be considered full time for purposes of awarding assistantships and tuition reduction.**

**4)6. Graduate student course load is based on the number of credit hours for which a graduate student is enrolled. Each institution determines graduate course load status based on individual program requirements.**

**7. Graduate Student Course Load Status for Determining FICA Exemptions and Exemptions from South Dakota Re-Employment: For the purposes of determining graduate student employee exemptions under §31.3121(b)(10) of the Federal Insurance Contributions Act (FICA) and Revenue Procedure 2005-11, graduate students must take a minimum of 5 credit hours in the fall, spring, and summer terms. Exemptions from South Dakota Re-Employment should follow the same guidelines as FICA Exemptions in accordance with FUTA standards. See also Board Policy 5:6.**

5)

**K.F. REQUEST FOR EXCEPTION**

Each degree-granting institution will have a formal process for requesting an exception to these guidelines.

## **FORMS / APPENDICES:**

None

## **SOURCE:**

BOR January 1999; BOR August 2002; BOR June 2004; BOR August 2005; BOR May 2009; BOR October 2011; BOR December 2011; BOR December 2013; BOR April 2015; BOR December 2020; BOR August 2022.

## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual

**SUBJECT:** Academic Program Student Credit Hour Requirements

**NUMBER:** 2:29

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#### **A. PURPOSE**

This policy endorses the requirement for academic quality by the accrediting organization ensuring students receive optimum transfer of knowledge, competencies, and experience deemed essential for degrees conferred by the degree granting institution, certify that students have met institutional and program standards, and provide faculty with the basis to act as a reference for students seeking employment.

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4. **Credits in Residence:** A course offered by any of the degree-granting institutions at any approved site using any approved method of delivery for the approved academic program.
5. **Degree-Granting Institution:** A Regental institution approved to offer an academic program to degree-seeking students.
6. **Degree-Granting Institutional Credits:** An institutional credit is a credit offered by the degree granting institution.
7. **Degree-Seeking Student:** A student that has been admitted to a program of study by the degree granting institution.
8. **Home Institution:** This is the primary degree-seeking academic program Regental institution for the degree-seeking student.
9. **Host Institution:** This is a secondary degree-seeking academic program or minor at another Regental institution that a degree-seeking student can attend.
10. **Program:** This policy applies to all undergraduate (associate or bachelor) and graduate/professional (master, specialist, doctorate) degrees.

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3. The university shall, where appropriate, implement best practices, curriculum programming that enhances the overall program, and reflect recommendations where they advance student outcomes.
4. The accrediting organization does require a percentage of credits to be provided by the degree-granting institution, and therefore, this policy will document the requirements of the credits in residence.

### **D. UNDERGRADUATE DEGREE GRANTING INSTITUTIONAL CREDIT REQUIREMENTS FOR DEGREE-SEEKING STUDENTS**

1. Each baccalaureate level degree program offered shall require one hundred twenty (120) credit hours and each associate level degree program offered shall require sixty (60) credit hours. Exceptions may be granted for those cases in which a program must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons approved by the executive director in consultation with the Board of Regents’ president. All programs as of June 30, 2012, must adhere to these requirements.
2. Minimum number of total credits that must be earned from the degree-granting institution shall be:
 

Baccalaureate	30 hours
Associate	15 hours
3. Number of the last credits earned preceding completion of the degree that must be earned from the degree-granting institution shall be:
 

Baccalaureate	15 of the last 30 hours
Associate	8 of the last 15 hours

The institution chief academic officer may make exceptions to this requirement in those

cases where there are unique factors, such as participation in an approved study abroad program or in other similar authorized experiences.

4. Minimum number of credits specified in the major or minor requirements that must be completed at the degree granting institution shall be 50 percent. However, this requirement may be waived for students enrolled in common courses offered by one of the other Regental universities. In addition, the institution chief academic officer may make exceptions to this requirement for individuals based on the student's prior learning experiences, or internal Regental system transfer courses that have been approved and equated to the degree granting institution. At no time can the exceptions exceed 10 percent of the requirements.
5. With prior approval by the Board of an authorizing inter-institutional agreement degree seeking students at one institution may complete requirements for and may have transcribed a major offered at the partner Regental institution. This major will be recorded on the student's transcript in conjunction with a degree/major at the student's home university. These majors from a second/host Regental institution will only be recorded on the transcript in conjunction with a degree and major at the student's home institution.
6. Degree seeking students may complete requirements for a minor at any Regental university that has been approved to grant that minor. This minor will be recorded on the transcript in conjunction with a degree/major at that university or a degree/major at any other Regental university. A minor will only be recorded on the transcript in conjunction with a degree and major.
7. Student course load status is based on the number of credit hours for which a student is enrolled (this applies to fall, spring, and summer semesters).

½ Time Status	6 credit hours minimum
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Full Time Status	12 or more credit hours
Overload Status	19 or more credit hours

To be eligible for overload status, a student must have a 2.70 cumulative grade point average and approval by the Dean of the student's division/college at the home institution.

8. Undergraduate Student Course Load Status for Determining FICA Exemptions and Exemptions from South Dakota Re-Employment: For the purposes of determining undergraduate student employee exemptions under §31.3121(b)(10) of the Federal Insurance Contributions Act (FICA) and Revenue Procedure 2005-11, undergraduate students must take a minimum of 6 credit hours in the fall, spring and summer terms. Exemptions from South Dakota Re-Employment should follow the same guidelines as FICA Exemptions in accordance with FUTA standards. See also Board Policy 5:6.

#### **E. GRADUATE INSTITUTIONAL CREDIT REQUIREMENTS FOR DEGREE-SEEKING STUDENTS**

1. Minimum percentage of degree granting institutional credit hours in the graduate degree program that must be completed from the degree granting institution: 60 percent.
2. Maximum percentage of degree granting institutional credit hours in the graduate degree program that may be required from the degree granting institution: 75 percent.
3. Program may require that certain courses be completed from the degree granting institution. Courses that must be completed from the degree granting institution must be specified in the degree granting institution's graduate catalog.
4. When the requirements set by a specialized accrediting agency exceed the BOR requirements, those of the specialized accrediting agency take precedence.
5. To be eligible for overload status, a student must have approval by the Graduate Dean at the student's home institution. The Graduate Dean at the home institution may certify that a student enrolled for less than 9 credit hours is to be considered full time for purposes of awarding assistantships and tuition reduction.
6. Graduate student course load is based on the number of credit hours for which a graduate student is enrolled. Each institution determines graduate course load status based on individual program requirements.
7. Graduate Student Course Load Status for Determining FICA Exemptions and Exemptions from South Dakota Re-Employment: For the purposes of determining graduate student employee exemptions under §31.3121(b)(10) of the Federal Insurance Contributions Act (FICA) and Revenue Procedure 2005-11, graduate students must take a minimum of 5 credit hours in the fall, spring, and summer terms. Exemptions from South Dakota Re-Employment should follow the same guidelines as FICA Exemptions in accordance with FUTA standards. See also Board Policy 5:6.

#### **F. REQUEST FOR EXCEPTION**

Each degree-granting institution will have a formal process for requesting an exception to these guidelines.

#### **FORMS / APPENDICES:**

None

#### **SOURCE:**

BOR January 1999; BOR August 2002; BOR June 2004; BOR August 2005; BOR May 2009; BOR October 2011; BOR December 2011; BOR December 2013; BOR April 2015; BOR December 2020.



**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – C (1)**

**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**New Program Request – SDSMT – Minor in Business Management in Technology**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – Program and Curriculum Approval

**BACKGROUND / DISCUSSION**

South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a minor in Business Management in Technology (BMiT). The proposed minor will be a collaborative program with Black Hills State University and is designed for students who wish to obtain skills and knowledge in business and management in the context of their engineering and science education. Business and industry challenges will require graduates to have a blend of skills in STEM and business. The BMiT minor is more specific than a general business minor, including required coursework that purposefully covers science and engineering topics.

**IMPACT AND RECOMMENDATION**

SDSMT plans to offer the minor in Business Management in Technology on campus at either SDSMT or BHSU, online, and at BHSU-Rapid City. Students will ultimately take courses from multiple locations and/or modalities, due to the collaborative nature of the program. SDSMT does not request new state resources, and no new courses will be required. SDSMT estimates 40 students enrolled and 30 graduates by the fourth year of the program.

Board office staff recommends approval.

**ATTACHMENTS**

Attachment I – New Program Request Form: SDSMT – Minor in Business Management in Technology

\*\*\*\*\*

**DRAFT MOTION 20220802\_6-C(1):**

I move to authorize SDSMT to offer a minor in Business Management in Technology, as presented.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Baccalaureate Degree Minor

<b>UNIVERSITY:</b>	<b>SDSM&amp;T</b>
<b>TITLE OF PROPOSED MINOR:</b>	<b>Business Management in Technology</b>
<b>DEGREE(S) IN WHICH MINOR MAY BE EARNED:</b>	<b>Engineering, Science, and Math Bachelor's Degrees (BS)</b>
<b>EXISTING RELATED MAJORS OR MINORS:</b>	<b>Business Management in Technology, BS</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2022</b>
<b>PROPOSED CIP CODE:</b>	<b>52.0216</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Mining Engineering and Management</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>MMEM</b>
<b>UNIVERSITY DIVISION:</b>	<b>SDSMT Science and Letters</b>
<b>BANNER DIVISION CODE:</b>	<b>4L</b>

☒ **Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.8](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

#### University Approval

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

President of the University	Click here to enter a date. Date
-----------------------------	-------------------------------------

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. Do you have a major in this field (place an "X" in the appropriate box)? 
☒ Yes      ☐ No

**2. If you *do not have* a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

Not applicable.

**3. What is the nature/purpose of the proposed minor? Please include a brief (1-2 sentence) description of the academic field in this program.**

The Business Management in Technology (BMiT) Minor is designed for students who wish to obtain skills and knowledge in business and management in the context of their engineering and science education. The day-to-day challenges in industry will require the South Dakota Mines graduate to have a blend of skills in STEM **and** business. More specific than a general business minor, the BMiT Minor includes required coursework that purposefully covers science and engineering topics. The STEM context of the business coursework is important, given the unique nature of STEM professionals as employees and the unique operations of science and engineering organizations.

**4. How will the proposed minor benefit students?**

The proposed BMiT Minor will prepare South Dakota Mines science and engineering graduates for their inevitable role as leaders of people and teams with a skillset in management to complement their technical engineering and science skills. The need for engineers and scientists to have foundational business skills is well documented. Countless sources identify the benefits of business education and training to engineers, scientists, and the organizations where they work. Rosenmeyer (2017), succinctly stated, “regardless of your career, most paths ahead of you involve business” (¶ 6). More specifically, during a long career in engineering, University of Notre Dame faculty Bob Dunn noted that “the most successful employees possessed a good understanding of basic business principles and corporate dynamics” (Crawford, 2012, para. 1).

The BMiT Minor will benefit students by offering a collection of business and technical courses that will:

1. Engage students in foundational business knowledge within the context of STEM fields.
2. Provide a priceless opportunity for the mathematician, scientist, or engineer to gain and apply a broad knowledge of the functional areas of business.

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Crawford, M. (2012, Aug 31). Engineering and Business: A Combination for Success. Retrieved from <https://www.asme.org/topics-resources/content/engineering-and-business-a-combination-for-success>

Rosenmeyer, K.R. (2017, April 27). Why Your Stem Career Requires Business Skills. *HBS Online*. Retrieved from <https://online.hbs.edu/blog/post/why-your-stem-career-requires-business-skills>

3. Produce South Dakota Mines students who demonstrate a combination of technical and managerial skills that lead to new career opportunities.
4. Prepare a career-flexible South Dakota Mines student and employee who will be increasingly eligible for advancement responsibilities like managing teams, projects, and budgets.
5. Cultivate students that are better equipped to interact with their peers and supervisors through an understanding of professional communication and behavioral skills.
6. Supply students with the knowledge and skills to understand global, economical, and legal issues.
7. Assist the STEM student in linking their technical degree with the world of business and industry.
8. Strengthen the South Dakota Mines student's entrepreneurial skills.
9. Enhance campus culture through a value system that encompasses a universal commitment to academic success. The more career tools we give the South Dakota Mines student, the more successful they should be.

**5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.**

“Evidence suggests that all employers, regardless of size and sector, project increased hiring. Employers seek candidates across all majors though among this sample respondents emphasized their search for business and engineering candidates” (Gardner, 2021, p. 3).

According to the Long-Term Employment Projections for South Dakota (Labor Market Information Center, 2021):

- Business and Financial Operations Occupations will increase by 9.42% between 2018-2028.

The South Dakota Hot Careers, High Demand, High Wage Occupations (Labor Market Information Center, 2021), predicted that the demand for:

- Business Operations Specialists will increase by 4.2%.
- General and Operations Managers demand will increase by 9.3 %.

The Statewide South Dakota Occupational Employment Projections for 2018-2028 (Labor Market Information Centers, 2021) show the following demands:

- Management Occupations show a demand increase of 6.5%.
- Top Executive demand increase of 6.9%.

- General and Operations Managers demand will increase by 9.3%.
- Sales Managers demand will increase by 10.4%.
- Operations Specialties Managers demand will increase by 13.9%.
- Industrial Production Managers predicted increase is 11.5%.
- Business Operations Specialists will increase by 4.2%.

The US Bureau of Labor Statistic's occupational projections for 2020-2030 include (Employment Projections, 2020):

- Management occupations demand increase of 9.3%.
- Sales managers demand increase of 7.0%.
- Operations specialties managers demand increase of 11.6%.
- Industrial production managers demand increase of 5.3%.
- Other management occupations demand increases of 9.2%.
- Transportation, storage, and distribution managers demand increase of 8.3%.

According to the U.S. Bureau of Labor Statistics (BLS), nearly 140,000 new jobs are projected in all engineering disciplines by the year 2026. Couple this with projections of over 906,800 new jobs by 2030 in management occupations, and there is no doubt that a significant number of graduates in these fields will be necessary to fill the growth in industries. These new jobs are opportunities for South Dakota Mines students with a Minor in BMiT in their toolkit.

Employment Projections. (2020). Occupational Projections and Worker Characteristics. *US Bureau of Labor Statistics*. Retrieved from <https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>

Gardner, P. (2021). Recruiting Trends 2021-2022. *Collegiate Employment Research Institute Michigan State University*. Retrieved from <https://ceri.msu.edu/assets/pdfs/Recruiting%20Trends%202021-22/Recruiting-Trends-Report-2021-22.pdf>

Labor Information Center. (2021). Occupational Employment Projections – Long Term. *South Dakota Department of Labor & Regulation*. Retrieved from [Labor Market Information Center - Menu for Occupational Projections \(sd.gov\)](https://labor.southdakota.gov/Menu-for-Occupational-Projections)

Labor Market Information Center. (2021). Hot Careers Data: South Dakota Hot Careers High Demand, High Wage Occupations. *South Dakota Department of Labor & Regulation*. Retrieved from: [https://dlr.sd.gov/lmic/hot\\_careers\\_data.aspx](https://dlr.sd.gov/lmic/hot_careers_data.aspx)

U.S. Department of Labor Statistics. (2022). Engineers: Employment, Pay, and Outlook. *Bureau of Labor Statistics*. Retrieved from <https://www.bls.gov/careeroutlook/2018/article/engineers.htm>.

U.S. Bureau of Labor Statistics (2022). Management Occupations. *Bureau of Labor Statistics*. Retrieved from <https://www.bls.gov/ooh/management/home.htm>

**6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace “XX” in the table with the appropriate year*).**

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<i>Estimates</i>	FY 22-23	FY 23-24	FY 24-25	FY 25-26
<b>Students enrolled in the minor (fall)</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>
<b>Completions by graduates</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>30</b>
<b>Multiplier</b> 2000	* ½ %	* 1 %	*1.5 %	* 2 %

\*Do not include current fiscal year.

Conservative estimations are based on 2,000-student enrollment.

The estimates above are provided by Dr. Ivy Allard and are conservatively based on:

1. The number of current South Dakota Mines students who ask when the BMiT Program will start a minor.
2. Discussions with students and parents at Go to Mines events and campus tours. Parents, especially those who have graduated from South Dakota Mines, consistently ask why the university took so long to start the BMiT Program. They then ask when the BMiT Minor will come to fruition. South Dakota Mines Alumni consistently state that South Dakota Mines needed the BMiT, BS as well as the BMiT Minor for years, based on the fact that they were placed into management roles with little or no experience between 2-3 years after graduating from South Dakota Mines.
3. “Discussions occurring during Career Fairs at South Dakota Mines between the Director of Career Services, Mr. Matthew Hanley, and several large employers of South Dakota Mines graduates, such as Caterpillar, Nucor, and Kiewit, indicate a strong demand for graduates possessing a blend of technical skills and business Management knowledge” (New Undergraduate Degree Program, 2018, p. 4).

**7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.**

The proposed BMiT Minor curriculum consists entirely of existing courses offered at South Dakota Mines and Black Hills State University. The business and technical curriculum for the BMiT Minor is based on the BMiT, BS degree. The BMiT, BS curriculum was influenced by the 2018 RNL (Ruffalo Noel-Levitz) National Program Demand Research Findings. Those findings showed desired skill areas in project management, sales, finance, accounting, data science, and human resources (New Undergraduate Degree Program, 2018, p. 5).

New Undergraduate Degree Program. (2018). *Business Management in Technology, BS*. South Dakota School of Mines.

Research also revealed that statistics, law, management, economics, and business communication are important competencies that employers seek (Carnevale, Fasules, and Campbell, 2020). Other courses relevant to modern day industry issues include supply chain management, production and operations, quantitative decision analysis, data analytics, and business ethics.

The curriculum offered in the BMiT Minor is rich in aspects of technology and management. The South Dakota Mines student is offered a diverse spectrum of courses that allow them to pursue specific areas of interest(s).

**8. Complete the tables below. Explain any exceptions to Board policy requested.**

**A. Distribution of Credit Hours**

<b>Business Management in Technology Minor</b>	<b>Credit Hours</b>	<b>Percent</b>
Requirements in minor	9	50%
Electives in minor	9	50%
Total	18	100%

**B. Required Courses in the Minor**

<b>Prefix</b>	<b>Number</b>	<b>Course Title</b> <i>(add or delete rows as needed)</i>	<b>Prerequisites for Course</b> <i>Include credits for prerequisites in subtotal below.</i>	<b>Credit Hours</b>	<b>New (yes, no)</b>
BADM	220	Business Statistics	*MATH 123	3	No
IENG	455	Supply Chain & Logistics	BADM 220	3	No
BMIT	446	Human Resource Management for Engineers and Scientists	None	3	No
Subtotal Credits				9	No

Carnevale, A. P., Fasules, M. L., & Campbell, K. P. (2020). Workplace Basics: The Competencies Employers Want. *Georgetown University*. Retrieved from <https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/cew-workplace-basics-fr.pdf>

**9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.**

<b>Prefix</b>	<b>Number</b>	<b>Course Title</b> <i>(add or delete rows as needed)</i>	<b>Prerequisites for Course</b> <i>Include credits for prerequisites in subtotal below.</i>	<b>Credit Hours</b>	<b>New (yes, no)</b>
IENG	341	Data Analytics for Engineering and Technology	BADM 220	3	No
IENG	352	Creativity and Innovation	None	1	No
IENG	353	Commercialization of New Technology	None	1	No
IENG	354	Marketing Technology Innovations	None	1	No
IENG	425	Production/Operations Management	*MATH 123 BADM 220	3	No
BMIT	376	Managerial Finance for Engineers and Scientists	None	3	No
BMIT	466	Sales Strategy	None	3	No
BMIT	470	Project Management for Industry	None	3	No
BMIT	476	International Business for Engineers and Scientists	None	3	No
BMIT	486	Technical Sales	None	3	No Course is being updated.
ACCT	201	Financial Accounting	None	3	No
ECON	201	Principles of Microeconomics	None	3	No
MIS	205	Advanced Computer Applications	None	3	No
BADM	320	Quantitative Decision Analysis	*MATH 123	3	No
BADM	321	Business Statistics II	BADM 220	3	No
BADM	336	Entrepreneurship I	None	3	No
BADM	344	Managerial Communications	None	3	No
BADM	350	Legal Environment of Business	None	3	No
BADM	457	Business Ethics	None	3	No
					Choose an item.
Subtotal Credits				9	No



\*MATH 123 Calculus I is a Goal 5 General Education Requirement for every student who graduates with a BS in Mathematics, Science, and Engineering from South Dakota Mines. As such, every student taking the classes that list MATH 123 as a prerequisite will have taken or will take MATH 123 as part of their required coursework to graduate. Since MATH 123 is part of a student's general education coursework it will have no impact on the student's time to complete this degree.

**10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?**

The following Individual Student Outcomes are aligned with the Criterion 3 outcomes of ABET, a well-known accreditation available for science and engineering programs. They follow the same seven Criterion as the Business Management in Technology, BS Program and the chart identifies the specific course (required or elective) in the minor to which the Outcome is mapped.

Individual Student Outcome	Program Courses that Address the Outcomes					
	*BADM 220	*IENG 455	*BMIT 446	IENG 341	IENG 352/353/ 354	IENG 425
Graduates of the program will have an ability to identify, formulate, and solve problems by applying principles of engineering, science, mathematics, and business.	√	√		√		√
Graduates of the program will have the ability to apply engineering, science, and business concepts to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.	√				√	
Graduates of the program will have the ability to communicate effectively with a wide range of audiences.			√			
Graduates of the program will have an ability to recognize ethical and professional responsibilities in technical situations and make informed judgments, which must consider the impact of solutions in global, economic, environmental, and societal contexts.		√			√	√
Graduates of the program will have the ability to develop and conduct appropriate experimentation, analyze, and interpret data, and use judgment to draw conclusions.			√	√		

Individual Student Outcome	Program Courses that Address the Outcomes					
	BMIT 376	BMIT 466	BMIT 470	BMIT 476	BMIT 486	ACCT 201
Graduates of the program will have the ability to apply engineering, science, and business concepts to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.		√			√	√
Graduates of the program will have the ability to communicate effectively with a wide range of audiences.	√	√	√	√	√	
Graduates of the program will have an ability to recognize ethical and professional responsibilities in technical situations and make informed judgments, which must consider the impact of solutions in global, economic, environmental, and societal contexts.		√		√		
Graduates of the program will acquire and apply the knowledge and skills to work effectively and collaboratively in a team setting.	√		√		√	
Graduates of the program will have the ability to develop and conduct appropriate experimentation, analyze, and interpret data, and use judgment to draw conclusions.	√					√

Individual Student Outcome	Program Courses that Address the Outcomes					
	ECON 201	MIS 205	BADM 320	BADM 321	BADM 336	BADM 344
Graduates of the program will have an ability to identify, formulate, and solve problems by applying principles of engineering, science, mathematics, and business.	√	√	√	√		
Graduates of the program will have the ability to apply engineering, science, and business concepts to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.	√		√	√	√	
Graduates of the program will have the ability to communicate effectively with a wide range of audiences.						√
Graduates of the program will have the ability to develop and conduct appropriate experimentation, analyze, and interpret data, and use judgment to draw conclusions.		√	√			

Individual Student Outcome	Program Courses that Address the Outcomes					
	BADM 350	BADM 457				
Graduates of the program will have the ability to apply engineering, science, and business concepts to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.	√	√				
Graduates of the program will have an ability to recognize ethical and professional responsibilities in technical situations and make informed judgments, which must consider the impact of solutions in global, economic, environmental, and societal contexts.	√	√				

## 11. What instructional approaches and technologies will instructors use to teach courses in the minor?

Courses will be taught as they currently are, which includes both face-to-face on the South Dakota Mines campus or University Center campus in Rapid City or will be delivered on-line using D2L and other distance course delivery systems (i.e., Adobe Connect, Zoom, or the system LMS).

Courses will be composed of lectures, projects, case studies, videos, discussion boards, graduate papers/replies, electronic grade book, PowerPoints, and current subject matter based on the writing and skills of cutting-edge textbook authors. Courses are taught face-to-face as well as online.

## 12. Delivery Location

- A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off-campus location (e.g., USD Community Center for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an online program)?**

	Yes/No	Intended Date	Start
<b>On campus</b>	Yes	Fall 2022	

	Yes/No	If Yes, list location(s)	Intended Date	Start
<b>Off campus</b>	Yes	Black Hills State University – 4300 Cheyenne Boulevard, Rapid City, SD 57709	Fall 2022	

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in <a href="#">AAC Guideline 5.5</a>.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015, 018, 030	Fall 2022
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

**B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the minor through distance learning (e.g., as an online program)? This question responds to HLC definitions for distance delivery.**

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015, 018 030 Students have the ability to take face-to-face classes on the South Dakota Mines Campus, Black Hills State University Rapid City Campus, online through the South Dakota Mines Campus and the Black Hills State University Campus.	Fall 2022

**13. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."**

None.

**14. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Address off-campus or distance delivery separately.**

South Dakota Mines does not request any additional state resources to offer this minor. The curriculum for the BMIT Minor is already in place through the BMIT, BS degree.

**15. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (place an "X" in the appropriate box).**

- ☐ YES,  
*the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.*
- ☒ NO,  
*the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.*

**16. Additional Information:**

The proposed Business Management in Technology Minor and the Business Management in Technology, BS degree are collaborative programs between South Dakota Mines and Black Hills State University.

The following quotes from various sources support the need for people trained for STEM careers to also possess business knowledge:

"As with many professions, there's more that goes into building a successful engineering career than just technical know-how; there's a business side of engineering, as well. As engineers advance to senior positions, they acquire responsibilities like managing teams, projects, and budgets. To reach those positions and perform their duties effectively, they need to have a strong set of business skills" (Landry, 2018, ¶15)

"Business is important to any STEM career. The blend of skills between business and STEM educations are formidable in today's marketplace. Companies need to think differently to solve today's problems, and this requires increased versatility and

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Landry, L. (2018, November 08). Business Insights: 7 Business Skills Every Engineer Needs. *HBS Online*. Retrieved from <https://online.hbs.edu/blog/post/business-skills-for-engineers>  
 innovation at the employee level to move the organization, to the next level. Even if you don't want to be CEO or CFO, you will need a business skill set. You must work with money, budgets, and financial teams to be effective and impactful. However, regardless of your career, most paths ahead of you involve business. The higher you work up the org chart, the more business skills you'll need to lead people and teams, and

effectively run organizations” (Rosenmeyer, 2017, ¶ 6).

“Many scientists will have to step into a leadership role at one point in their career. As thorough as in-depth science education is it rarely includes training in leadership and/or management skills. These skills, however, are crucial when it comes to stepping into a senior role” (Dixon, I., 2020, ¶ 1).

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Dixon, I. (2020). The Importance of Leadership Skills for Scientists. *Segmentum Analysis LTD*. Retrieved from [The Importance Of Leadership Skills For Scientists — Segmentum Analysis Ltd](#)

Rosenmeyer, K.R. (2017, April 27). Why Your Stem Career Requires Business Skills. *HBS Online*. Retrieved from <https://online.hbs.edu/blog/post/why-your-stem-career-requires-business-skills>

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – C (2)**

**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**New Program Request – SDSMT – Minor in Ceramic Engineering**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – Program and Curriculum Approval

**BACKGROUND / DISCUSSION**

South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a minor in Ceramic Engineering. The proposed minor will provide students with an interest in ceramic and glass materials an opportunity to understand and explore this discipline. Upon completion, the students would be prepared for a job in the ceramics/glass industry, or for a graduate program in materials science or a related field.

**IMPACT AND RECOMMENDATION**

SDSMT plans to offer the minor in Ceramic Engineering on campus. SDSMT does not request new state resources, and two new courses will be required. SDSMT estimates 8 students enrolled and 4 graduates by the fourth year of the program.

Board office staff recommends approval.

**ATTACHMENTS**

Attachment I – New Program Request Form: SDSMT – Minor in Ceramic Engineering

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**DRAFT MOTION 20220802\_6-C(2):**

I move to authorize SDSMT to offer a minor in Ceramic Engineering, as presented.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Baccalaureate Degree Minor

Use this form to propose a new baccalaureate degree minor (the minor may include existing and/or new courses. An academic minor within a degree program enables a student to make an inquiry into a discipline or field of study beyond the major or to investigate a particular content theme. Minors provide a broad introduction to a subject and therefore develop only limited competency. Minors consist of a specific set of objectives achieved through a series of courses. Course offerings occur in a specific department or may draw from several departments (as in the case of a topical or thematic focus). In some cases, all coursework within a minor proscribed; in others cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Baccalaureate Degree Minor Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

<b>UNIVERSITY:</b>	SDSM&T
<b>TITLE OF PROPOSED MINOR:</b>	<b>Ceramic Engineering</b>
<b>DEGREE(S) IN WHICH MINOR MAY BE EARNED:</b>	All science and engineering BS degrees
<b>EXISTING RELATED MAJORS OR MINORS:</b>	<b>Metallurgical Engineering</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2022</b>
<b>PROPOSED CIP CODE:</b>	<b>14.0601</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Materials and Metallurgical Eng.</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>MMET</b>
<b>UNIVERSITY DIVISION:</b>	<b>Engineering</b>
<b>BANNER DIVISION CODE:</b>	<b>4E</b>

☒ **Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.8](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

#### University Approval

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

\_\_\_\_\_  
President of the University

Click here to enter a  
date.

\_\_\_\_\_  
Date



Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. Do you have a major in this field (*place an "X" in the appropriate box*)? ☐ Yes ☒ No
2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

*Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.*

BHSU:	<a href="#"><u>SDCL § 13-59</u></a>	<a href="#"><u>BOR Policy 1:10:4</u></a>
DSU:	<a href="#"><u>SDCL § 13-59</u></a>	<a href="#"><u>BOR Policy 1:10:5</u></a>
NSU:	<a href="#"><u>SDCL § 13-59</u></a>	<a href="#"><u>BOR Policy 1:10:6</u></a>
SDSMT:	<a href="#"><u>SDCL § 13-60</u></a>	<a href="#"><u>BOR Policy 1:10:3</u></a>
SDSU:	<a href="#"><u>SDCL § 13-58</u></a>	<a href="#"><u>BOR Policy 1:10:2</u></a>
USD:	<a href="#"><u>SDCL § 13-57</u></a>	<a href="#"><u>BOR Policy 1:10:1</u></a>
<a href="#"><u>Board of Regents Strategic Plan 2014-2020</u></a>		

Although the B.S. degree program does not exist many of the ceramics-related courses proposed for this minor are already being offered at an undergraduate level. There will be three additional classes needed. Two of the courses (**MET 300 Applied Glass & Ceramic Engineering** and the accompanying **MET 300L Applied Glass & Ceramic Engineering Laboratory**) will be created regardless of the approval of the minor, as an awarded NSF IUSE (Improving Undergraduate STEM Education) program proposed the creation of a new course. The other new course, **MET 400/500 Fundamentals of Glass & Ceramics Engineering**, is being created to add as an upper-level elective for undergraduates and as a 500-level course for graduate students.

3. What is the nature/purpose of the proposed minor? Please include a brief (1-2 sentence) description of the academic field in this program.

The purpose of the proposed minor is to provide students with an interest in ceramic and glass materials an opportunity to understand and explore this discipline. Ceramics/glasses is a broad field that encompasses materials that are relevant to many science and engineering domains, and hence is germane to virtually any STEM program.

4. How will the proposed minor benefit students?

This program will offer an opportunity for STEM students who have interests in ceramics the opportunity to earn a Minor in this field of study. Upon completion of the Minor, the students would be prepared for a job in ceramics/glass industry and also be prepared for graduate education (e.g., materials science).

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

Ceramic engineering demand largely follows that for materials science graduates and other specialized materials graduates such as metallurgical engineering. According to the latest

information from the US Bureau of Labor Statistics overall employment materials scientists is projected to grow 5 percent from 2019 to 2029, faster than the average for all occupations.

Ceramic Materials provide the opportunity for a wide range of potential jobs (aerospace engineers to civil engineers to chemical engineers and more); all of these fields use or interact with materials in some form. Thus, the occupation of “Materials Engineer” is commonly used for the U.S. Bureau of Labor Statistics. With a Bachelor’s Degree as the minimum entry-level education, the range of careers (a majority of which were listed above) report a 2020 median pay ranging from \$80,680 to \$118,000.<sup>1</sup>

Relevant SD industries that have a need for ceramic engineers include cement/refractory (GCC Dakota), porcelain producers (Pacer Corp.) as well as the biomedical device industry.

The work force for graduates in related fields would include scientists and engineers from a variety of disciplines including, but not limited to Environmental Engineers, Health and Safety Engineers, Geoscientists, Medical Scientists, Environmental Scientists, Civil Engineers, Materials Engineers, Geological Engineers, Chemists and Chemical Engineers. Ceramic materials and development of smart materials is a research area of growing interests in many areas from concerns of recycling and deforestation to conservation of mineral resources to materials development for a wide range of applications (human body to aerospace).

According to the U.S. Bureau of Labor Statistics, for the following related careers the job outlook is as follows:

About 1,800 openings for materials engineers are projected each year, on average, over the decade. (<https://www.bls.gov/ooh/architecture-and-engineering/materials-engineers.htm>)

About 1,800 openings for chemical engineers are projected each year, on average, over the decade. (<https://www.bls.gov/ooh/architecture-and-engineering/chemical-engineers.htm>)

About 3,100 openings for geoscientists are projected each year, on average, over the decade. (<https://www.bls.gov/ooh/life-physical-and-social-science/geoscientists.htm>)

About 9,100 openings for chemists and materials scientists are projected each year, on average, over the decade. (<https://www.bls.gov/ooh/life-physical-and-social-science/chemists-and-materials-scientists.htm>)

About 4,000 openings for aerospace engineers are projected each year, on average, over the decade. (<https://www.bls.gov/ooh/architecture-and-engineering/aerospace-engineers.htm>)

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace “XX” in the table with the appropriate year*).

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
<b>Students enrolled in the minor (fall)</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>8</b>
<b>Completions by graduates</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>

\*Do not include current fiscal year.

- [1] “Chemists and materials scientists: Occupational outlook handbook,” *U.S. Bureau of Labor Statistics*, 08-Sep-2021. [Online]. Available: <https://www.bls.gov/ooh/life-physical-and-social-science/chemists-and-materials-scientists.htm#tab-8>. [Accessed: 27-Jan-2022].

**7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.**

The Minor required courses are set to establish a fundamental understanding of inorganic materials (GEOL 212/212L, CHEM 352), where and how basic materials required for ceramics/glasses are formed (GEOL 201), and the material properties that result from their chemistry and processing history (MET 232/233). The courses provide the opportunity for further investigation, expansion, and potential application for ceramic/glass materials in a variety of fields spanning geological engineering to biomedical engineering. The ABET Criteria for Accrediting Ceramic Engineering Programs (2022-2023) was used as a guide when developing this curriculum.

**8. Complete the tables below. Explain any exceptions to Board policy requested.**

*Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.*

**A. Distribution of Credit Hours**

Ceramic Engineering	Credit Hours	Percent
Requirements in minor	18	100%
Electives in minor	0	0%
Total	18	100%

**B. Required Courses in the Minor**

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
MET	232	Properties of Materials <b>OR</b>	MATH 123 (4 cr), CHEM 112 (3 cr)	3	No
BME/MET	233	Properties of Biomaterials	MATH 123 (4 cr), CHEM 112 (3 cr)	3	No
GEOL	201	Physical Geology <b>OR</b>	None	3	No
GEOE	221/L	Geology for Engineers	None	3	No
GEOL	212/212L	Mineralogy and Crystallography	CHEM 112 (3cr) and GEOL 201 (3 cr) / GEOL 201L (1 cr) OR GEOE 221/L	3	No
CHEM	352	Systematic Inorganic Chemistry	CHEM 114 (3 cr)	3	No

MET	300/300L	Applied Glass and Ceramic Engineering*	CHEM 112 (3cr) and MET 232 (3 cr) OR BME/MET 233 (3 cr)	3	Yes
MET	400/500	Fundamentals of Glass and Ceramic Engineering*	CHEM 112 (3 cr) and MET 232 (3 cr) OR BME/MET 233 (3 cr)	3	Yes
Subtotal				18-28**	

**\*Note this course can also count as an undergraduate MET Directed Elective.\***

**\*\*The proposed minor in Ceramics will require 18-28 (depending on major) credit hours of coursework. For students pursuing a Bachelor of Science in Metallurgical Engineering, Geology, and Geological Engineering at South Dakota Mines, this will be an “in-program” minor for students in these majors, and MATH 123, CHEM 112, and CHEM 114 are required by these majors.**

**9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.**

None.

**A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (\*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.**

Individual Student Outcome (Same as in the text of the proposal)	Program Courses that Address the Outcomes							
	MET 300/300L*	MET 400*	MET 232*	MET 233*	CHEM 352*	GEOL 201*	GEOL 221/221L*	GEOL 212/212L*
Employ selection and design of ceramic/glass engineering processes	X	X	X	X				

Apply experimental, statistical, and computational methods to glass/ceramic engineering problems	X	X	X	X				
Understand fundamental science associated with ceramics/glasses	X	X	X	x	X	X	X	X

*Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.*

**10. What instructional approaches and technologies will instructors use to teach courses in the minor?** *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Wherever possible interactive instruction and experiential learning will be applied within the courses in the proposed Minor.

**11. Delivery Location**

*Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.*

**A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., USD Community Center for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an online program)?**

	Yes/No	Intended Start Date
On campus	Yes	Fall 2022

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in <a href="#">AAC Guideline 5.5</a>.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.
Does another BOR institution already have authorization to	No	If yes, identify institutions:	

offer the program online?		
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**B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the minor through distance learning (e.g., as an online program)? This question responds to HLC definitions for distance delivery.**

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

**12. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."**

We request a waiver to BOR AAC Guideline 2.8, which states that, "Minors typically consist of eighteen (18) credit hours, including prerequisite courses." The proposed minor in Ceramics will require 18-28 (depending on major) credit hours of coursework for students pursuing a Bachelor of Science in Metallurgical Engineering, Geology, and Geological Engineering at South Dakota Mines. This will be an "in-program" minor for students in these majors.

However, those students pursuing other engineering majors may pursue this minor and will have additional credit hour requirements due to the pre-requisites for the named courses in the minor. This is unavoidable because certain disciplines may not have the pre-requisite background for a diverse, but complex technological field.

Substituting BME/MET 233 as a course in lieu of MET 232 as a required course will be allowed. Historically, Dr. Katrina Donovan has delivered both courses. The two courses are very similar, however, BME/MET 233 has emphasis on biomaterials (bone, teeth, prosthetics, etc.) whereas MET 232 covers a broader range of materials with an emphasis on metallic material properties which is also important material background for ceramics.

**13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Address off-campus or distance delivery separately.**

There will be no changes in cost, budget, or resources as faculty are set to deliver these courses regardless of minor put forth in this form.

**14. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (place an "X" in the appropriate box).**

☒ YES,

*the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.*

☐ NO,

*the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.*

**15. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – D (1)**

**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**New Undergraduate Certificate Request – BHSU – Basic Level Spanish**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – Program and Curriculum Approval

**BACKGROUND / DISCUSSION**

Black Hills State University (BHSU) requests authorization to offer an undergraduate certificate in Basic Level Spanish. The certificate will prepare students who wish to develop at a novice level in the Spanish language, meaning students earning this certificate would be able to create with the language when talking about familiar topics related to their daily life. Students earning the Basic Level Spanish Certificate could benefit in all language skills, including reading comprehension, writing, listening comprehension, and speaking.

**IMPACT AND RECOMMENDATION**

BHSU plans to offer the certificate in Basic Level Spanish on campus. BHSU does not request new state resources. No new courses will be required.

Board office staff recommends approval.

**ATTACHMENTS**

Attachment I – New Certificate Request Form: BHSU – Basic Level Spanish

\*\*\*\*\*

**DRAFT MOTION 20220802\_6-D(1):**

I move to authorize BHSU to offer an undergraduate certificate in Basic Level Spanish, as presented.





## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Certificate

Use this form to propose a certificate program at either the undergraduate or graduate level. A certificate program is a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and develop a specific skill set. Certificate programs typically are a subset of the curriculum offered in degree programs, include previously approved courses, and involve 9-12 credit hours, including the prerequisites. In some cases, standards for licensure will state explicit requirements leading to certificate programs requiring more than 12 credit hours (in such cases, exceptions to course or credit requirements must be justified and approved). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Certificate Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

<b>UNIVERSITY:</b>	BHSU
<b>TITLE OF PROPOSED CERTIFICATE:</b>	Basic Level Spanish Certificate
<b>INTENDED DATE OF IMPLEMENTATION:</b>	Fall 2022
<b>PROPOSED CIP CODE:</b>	160905
<b>UNIVERSITY DEPARTMENT:</b>	School of Arts and Humanities
<b>BANNER DEPARTMENT CODE:</b>	BSAH
<b>UNIVERSITY DIVISION:</b>	College of Liberal Arts
<b>BANNER DIVISION CODE:</b>	6A

☒ **Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.7](#), which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

#### University Approval

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

<div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	<div style="text-align: right; font-size: 0.8em; margin-bottom: 5px;">Click here to enter a date.</div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> Date
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Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

**1. Is this a graduate-level certificate or undergraduate-level certificate (place an “X” in the appropriate box)?**

Undergraduate Certificate ☒

Graduate Certificate ☐

**2. What is the nature/ purpose of the proposed certificate? Please include a brief (1-2 sentence) description of the academic field in this certificate.**

The nature of the undergraduate Basic Level Spanish Certificate is to prepare students who wish to develop a Novice Low level in the Spanish language. This level is distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. Based on the ACTFL guidelines for this level, this certificate will help students to handle a variety of tasks on the basic level; they will be able to successfully manage several uncomplicated interpersonal communicative tasks in straightforward social situations; they can recombine learned material to express personal meaning; they can ask simple questions and can handle a clear survival situation; they produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. With this, the Spanish Basic Level Certificate could benefit all language skills: reading comprehension, writing, listening comprehension, and speaking.

**3. If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

*Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.*

BHSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:4</a>
DSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:5</a>
NSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:6</a>
SDSMT:	<a href="#">SDCL § 13-60</a>	<a href="#">BOR Policy 1:10:3</a>
SDSU:	<a href="#">SDCL § 13-58</a>	<a href="#">BOR Policy 1:10:2</a>
USD:	<a href="#">SDCL § 13-57</a>	<a href="#">BOR Policy 1:10:1</a>
<a href="#">Board of Regents Strategic Plan 2014-2020</a>		

We have a Spanish and Spanish Education major and a Spanish and Spanish Teaching minor.

**4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.**

According to the “Benefits of Language Learning” report from ACTFL (American Council for the Teaching of Foreign Language), knowing a second language in the 21<sup>st</sup> Century is beneficial and necessary for success in life.<sup>1</sup> The continual globalization of the world is bringing diverse cultures and communities into more frequent contact with each other. Through learning another language, students can develop these skills. Learning another language also provides many other benefits, including greater academic achievement, greater cognitive development, and more positive attitudes towards other languages and cultures.<sup>2</sup> In addition, learning a foreign language will access

<sup>1</sup> <https://www.actfl.org/resources/guiding-principles-language-learning/benefits-language-learning>

<sup>2</sup> <https://www.actfl.org/resources/guiding-principles-language-learning/benefits-language-learning>

more sources of information and work opportunities. 9 out of 10 employers in the United States rely on employees with skills other than English.<sup>3</sup>

Thus, this Basic Level Spanish Certificate will help students communicate with the increasing Hispanic population (according to the U.S. Census Bureau, the national Hispanic and Latino population was over 62 million in 2020 and increasing each year<sup>4</sup>) and will have access to more work opportunities.

**5. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?**

The intended audience is anyone who plans to enter a career field where learning Spanish would be practically advantageous: for example, International Studies, Hospitality and Tourism Management, Education, International Business. The certificate allows students to gain academic recognition for their foreign language work when completing a major or minor. This certificate will benefit students' majors or minors in which language competency is an essential component.

**6. Certificate Design**

**A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?**

The Basic Level Spanish Certificate can be taken alone and will give students access to more work opportunities. Research published in March 2017 by New American Economy shows that the demand for bilingual workers in the United States more than doubled, with about 240,000 job postings aimed at bilingual workers in 2010 increasing to 630,000 postings in 2015.<sup>5</sup>

**B. Is the certificate a value-added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.**

The Spanish Certificate is a value for not only Spanish majors but also for any major on the BHSU campus or at regional institutions. It will especially enrich the majors from the School of Education, College of Business and Natural Sciences, and Nursing. The Spanish Basic Level Certificate offers excellent flexibility and versatility that can easily be added to any major or minor.

**C. Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.**

Yes The programs to which the certificate stacks are the Spanish major (B.A.), Spanish Ed major (BSED), Spanish minor, and Spanish-Teaching minor. Each of the eleven credits from the

<sup>3</sup> [Publications - Lead with Languages](#)

<sup>4</sup> <https://www.census.gov/search-results.html?searchType=web&cssp=SERP&q=Hispanic%20or%20Latino>

<sup>5</sup> [Not Lost in Translation: The Growing Importance of Foreign Language Skills in the U.S. Job Market - New American Economy](#)

certificate (SPAN 101, 4 credits; SPAN 102, 4 credits; and SPAN 211, 3 credits) can be applied to the two Spanish majors and two Spanish minors.

- 7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form).** *Certificate programs allow students by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including prerequisite courses. In addition, certificates typically involve existing courses. If the curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.*

Prefix	Number	Course Title	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
SPAN	101	Introductory Spanish I	N/A	4	No
SPAN	102	Introductory Spanish II	SPAN 101	4	No
SPAN	211	Intermediate Oral Practice I	SPAN 102	3	No

Total Certificate Credits with prerequisites

11

**8. Student Outcome and Demonstration of Individual Achievement.**

*Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.*

- A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?** *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.*

Aligned with ACTFL Proficiency Guidelines, the Basic Level Spanish Certificate will provide students with the opportunity to express personal meaning. The students will systematically learn the elementary grammar structures, which offer a linguistic basic of knowledge. In addition, the curriculum will involve a community component. It will also increase a student’s knowledge of Hispanic and Latin cultures.

- B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.** *Label each column heading with a course prefix and number. Indicate required courses with an asterisk (\*). Indicate with an X in the corresponding table cell for any student outcomes met by the studies included. All students should acquire the program knowledge and competencies regardless of selected electives. Modify the table as necessary to provide the requested information for the proposed program.*

Program Courses that Address the Outcomes
SPAN 101 SPAN 102 SPAN 211
<p>Upon successful completion of the three courses, students will demonstrate proficiency in the following linguistic and cultural areas aligned with the ACTFL language proficiency for Basic Level (Novice) Spanish.</p> <p>1. Speaking: speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily <u>by using</u> isolated words and phrases that have been encountered, memorized, and recalled.</p> <p>2. Writing: writers are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the simplest messages.</p> <p>3. Listening: listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.</p> <p>4. Reading: readers can understand a text when they are able to anticipate the information in the text. At this level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.</p> <p>5. Acquire knowledge of the Spanish-speaking world: students will demonstrate increased knowledge of the Hispanic culture in the world, including, but not limited to, its impact in the United States, its art and music, customs related to social interactions, family relationships, food, daily routine, and celebrations.</p>

*Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.*

**9. Delivery Location.**

*Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.*

- A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off-campus location (e.g., USD Community College for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?**

	Yes/No	Intended Start Date
On campus	Yes	Fall 2022

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in <a href="#">AAC Guideline 5.5.</a></i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? This question responds to HLC definitions for distance delivery.**

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

- 10. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – D (2)**

**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**New Graduate Certificate Request – DSU – Data Privacy**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – Program and Curriculum Approval

**BACKGROUND / DISCUSSION**

Dakota State University (DSU) requests authorization to offer a graduate certificate in Data Privacy. The certificate would provide students in a variety of computer science disciplines a body of specialized knowledge or information in data privacy, along with the development of a specific data privacy skill set. The certificate will serve as both a stand-alone credential and a value-added credential that supports students' major field of study.

**IMPACT AND RECOMMENDATION**

DSU plans to offer the certificate in Data Privacy on campus and online. DSU does not request new state resources. One new course will be required.

Board office staff recommends approval.

**ATTACHMENTS**

Attachment I – New Certificate Request Form: DSU – Data Privacy

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**DRAFT MOTION 20220802\_6-D(2):**

I move to authorize DSU to offer a graduate certificate in Data Privacy, as presented.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Certificate

<b>UNIVERSITY:</b>	DSU
<b>TITLE OF PROPOSED CERTIFICATE:</b>	Data Privacy
<b>INTENDED DATE OF IMPLEMENTATION:</b>	Fall 2022
<b>PROPOSED CIP CODE:</b>	11.1003
<b>UNIVERSITY DEPARTMENT:</b>	The Beacom College of Computer and Cyber Sciences
<b>UNIVERSITY DEPARTMENT CODE:</b>	8N DCOC
<b>UNIVERSITY DIVISION:</b>	Computer Science
<b>UNIVERSITY DIVISION CODE:</b>	DCSC

#### University Approval

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

Institutional Approval Signature

*President or Chief Academic Officer of the University*

5/16/2022

Date

**1. Is this a graduate-level certificate or undergraduate-level certificate (place an "X" in the appropriate box)?**

Undergraduate Certificate ☐

Graduate Certificate ☒

**2. What is the nature/purpose of the proposed certificate?**

To provide graduate students in a variety of disciplines (Cyber Defense, Cyber Security, Cyber Operations, Network Security, Computer Science, Artificial Intelligence, etc.) a body of specialized knowledge or information in data privacy along with the development of a specific data privacy skill set. This certificate will serve as a standalone education credential option for students not seeking additional credentials (i.e., bachelor's or master's degree), but will also serve as a value-added credential that supplements a graduate student's major field of study. This certificate addresses an area of high workforce demand with a specialized body of knowledge in the emerging field of data privacy.



**3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.<sup>1</sup>**

Data privacy risks are everywhere as big tech, governments, and businesses alike race to understand and address data privacy concerns. One of the more recent emerging trends in computer and cyber sciences is the increasingly common perception of privacy as a product. This idea is a departure from how many educators, developers and tech executives regard privacy practices. The drive for innovation often overlooks privacy and the data privacy initiative can bridge the gap, becoming not only an insurance policy against lapses in privacy compliance but helping educators and builders build more robust products users can trust. The certificate will provide theory and skills in privacy assessment and will also bring into play concepts of data minimization, obfuscation, abstraction, aggregation and integration of user controls. We have a reliance on security, but security doesn't equal privacy. There are 17 data privacy harms which need specific attention, and this certificate will address the management and technology practices to address this skill gap. This graduate certificate will add to cybersecurity students and professionals a new community of practice (very much needed), an information infrastructure, and will help bridge the gap between those in policy with those in technology.

**4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?**

This graduate certificate is intended as an add-on in existing graduate programs (e.g., Computer Science, Cyber Defense, Information Systems), it is intended as a stand-alone supplement for professionals currently working in the cyber world, and it will work as a logical extension to specific undergraduate programs like Cyber Leadership and Intelligence.

**5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):<sup>2</sup>**

Prefix	Number	Course Title	Credit Hours	New (yes, no)
INFA	702	Data Privacy	3	No
INFA	722	Data Privacy Management	3	No
INFA	726	Data Privacy Technologies	3	Yes
INFA	742	Cyber Ethics	3	No
Subtotal			12	

<sup>1</sup> For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

<sup>2</sup> Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

**6. Student Outcome and Demonstration of Individual Achievement.<sup>3</sup>**

- A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?** *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.*

Please note, there is no graduation when students finish the course requirements for the certificate. At the completion of the certificate, we expect students will have an augmented set of skills, knowledge and attitudes, as reflected in these intended outcomes:

<b>Individual Student Outcome</b> (Same as in the text of the proposal)	INFA 702	INFA 722	INFA 726	INFA 742
Analyze the impact of digital rights and responsibilities on the uses of personal data	X	X		X
Develop a common base of operational competences for personal data protection	X	X	X	
Train people to navigate the digital environment with risk awareness		X	X	X

- B. Complete Appendix A – Outcomes using the system form.** *Outcomes discussed below should be the same as those in Appendix A.*

See above table.

**7. Delivery Location.<sup>4</sup>**

- A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?**

	<b>Yes/No</b>	<b>Intended Start Date</b>
<b>On campus</b>	Yes	Fall 2022

	<b>Yes/No</b>	<b>If Yes, list location(s)</b>	<b>Intended Start Date</b>
<b>Off campus</b>	No		Choose an item. Choose an item.

	<b>Yes/No</b>	<b>If Yes, identify delivery methods<sup>5</sup></b>	<b>Intended Start Date</b>
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	Asynchronous online delivery	Fall 2022

<sup>3</sup> Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”

<sup>4</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

<sup>5</sup> Delivery methods are defined in [AAC Guideline 5.5](#).

**B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? <sup>6</sup>**

	<b>Yes/No</b>	<b><i>If Yes, identify delivery methods</i></b>	<b><i>Intended Start Date</i></b>
<b>Distance Delivery (online/other distance delivery methods)</b>	No		

<sup>6</sup> This question responds to HLC definitions for distance delivery.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – D (3)**

**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**New Graduate Certificate Request – USD – Indian Law**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – Program and Curriculum Approval

**BACKGROUND / DISCUSSION**

The University of South Dakota (USD) requests authorization to offer a graduate certificate in Indian Law within the Knudson School of Law. The proposed program will focus on federal laws that pertain to tribes, as well as the framework of how state may or may not interact with tribes under federal law. Additionally, those law students earning the certificate will have a strong understanding of various tribal approaches to enacting laws regarding various topics. Students could go on to work for tribes, law firms that serve tribes, or in related areas. The certificate could also attract Native students, who often evaluate law schools based on their Indian Law programs.

**IMPACT AND RECOMMENDATION**

USD plans to offer the certificate in Indian Law on campus. USD does not request new state resources. No new courses will be required.

Board office staff recommends approval.

**ATTACHMENTS**

Attachment I – New Certificate Request Form: USD – Indian Law

\*\*\*\*\*

**DRAFT MOTION 20220802\_6-D(3):**

I move to authorize USD to offer a graduate certificate in Indian Law, as presented.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Certificate

<b>UNIVERSITY:</b>	<b>USD</b>
<b>TITLE OF PROPOSED CERTIFICATE:</b>	<b>Indian Law Certificate</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2022</b>
<b>PROPOSED CIP CODE:</b>	<b>22.0101</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Knudson School of Law</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>ULAW</b>
<b>UNIVERSITY DIVISION:</b>	<b>Knudson School of Law</b>
<b>BANNER DIVISION CODE:</b>	<b>2L</b>

<b><u>X</u></b>	<p><b><u>Please check this box to confirm that</u> (place an “X” in the left box):</b></p> <ul style="list-style-type: none"> <li>The individual preparing this request has read <a href="#">AAC Guideline 2.7</a>, which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.</li> <li>This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.</li> </ul>
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#### University Approval

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

<u>Elizabeth M. Freeburg</u> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	<u>4/11/2022</u> Date
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Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

- 1. Is this a graduate-level certificate or undergraduate-level certificate? (place an “X” before the graduate type)**

Undergraduate Certificate	X	Graduate Certificate
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- 2. What is the nature/ purpose of the proposed certificate? Please include a brief (1-2 sentence) description of the academic field in this certificate.**

The proposal is for USD Knudson School of Law to start an Indian Law Certificate for law students at the Knudson School of Law. This program would give graduates a tangible credential that would assist them in getting jobs working in-house for tribes, for firms that serve tribes, and in related areas. The certificate would also aid us in attracting prospective students, especially Native students, who are often evaluating different schools based on their Indian Law Programs.

- 3. If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

The certificate program would accord with the codified goals of USD (which are specifically described in the context of the Native American Cultural Center) in that it would “provide persons of Indian descent with educational opportunities both on and off the campus of the University of South Dakota and . . . provide to all persons the opportunity to research and study the history” as well as the laws relating to and “of the Indians of North America and South Dakota.” S.D. Codified Laws 13-57-3.2.

It also furthers Goal 1 of Strategic Theme 5 (Serving South Dakota) by leveraging USD expertise to address key statewide issues. Moreover, it accords with Goal 2 of Strategic Theme Five in that the Indian Law Certificate will provide a credential that will be of particular interest to stakeholder groups like Native American students, as well as Tribal Nations considering whether to employ USD law graduates.

- 4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.**

As stated above, the program would give graduates a tangible credential that would assist them in getting jobs working in-house for tribes, for firms that serve tribes, and in related areas. The certificate would also aid us in attracting prospective students, who are often evaluating different schools based on their Indian Law Programs. Several nearby law schools have such a certificate, including Montana, Mitchell-Hamline, University of Colorado, and University of North Dakota.

- 5. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?**

USD law students and prospective law students.

**6. Certificate Design**

- A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor’s or master’s degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?**

No.

- B. Is the certificate a value-added credential that supplements a student’s major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.**

Yes, it is a value-added credential for law students at USD Knudson School of Law.

- C. Is the certificate a stackable credential with credits that apply to a higher-level credential (i.e., associate, bachelor’s, or master’s degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.**

No.

- 7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form).**

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
LAW	883	Indian Law	N/A	3	No
LAW	804	Tribal Courts & Tribal Law	N/A	2	No
LAW	849	Indian Gaming & Economic Development <sup>1</sup>	N/A	2	No
LAW	803	Trusts & Wills	N/A	4	No
LAW	895	Practicum: Tribal Wills (I or II)	LAW 803 (4 crs)	1	No
Subtotal				12	

<sup>1</sup> If a student has difficulty fitting Indian Gaming & Economic Development into their schedule or it is not offered, the student could seek permission to substitute Federal Jurisdiction (LAW 808) or Administrative Law (LAW 805), although the preference would be for them to take Indian Gaming & Economic Development if at all possible.

## 8. Student Outcome and Demonstration of Individual Achievement.

*Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”*

### A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?

Students who complete the Certificate Program will be fluent in Federal Indian Law (in other words, with federal laws that pertain to tribes and with the framework of how states may and may not interact with tribes under federal law), and they will also have a strong understanding of various tribal approaches to enacting laws in different subject areas. Finally, they will have particularized knowledge as to the needs of individual Native clients in the will drafting context and of the types of wills that are available to meet these needs. They will also have particularized knowledge relating to the federal law framework governing tribal casinos and other gaming enterprises.

### B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (\*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome	Program Courses that Address the Outcomes				
	LAW 883*	LAW 804*	LAW 849*	LAW 803*	LAW 895*
Fluency in Federal Indian Law (in other words, with federal laws that pertain to tribes and with the framework of how states may and may not interact with tribes under federal law)	X		X		
Strong understanding of various tribal approaches to enacting laws in different subject areas		X			X
Particularized knowledge relating to the federal law framework governing tribal casinos and other gaming enterprises	X		X		
Particularized knowledge as to the needs of individual Native clients in the will drafting context and of the types of wills that are available to meet these needs.				X	X

**9. Delivery Location.**

*Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.*

- A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., USD Community College for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?**

	Yes/No	Intended Start Date
On campus	Yes	Fall 2022

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in <a href="#">AAC Guideline 5.5.</a></i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? This question responds to HLC definitions for distance delivery.**

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		

**10. Additional Information:**

Several nearby law schools have Indian Law Certificate programs, including University of North Dakota, Mitchell-Hamline, Colorado, and Montana.



**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – E (1)**

**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**New Specialization Request – SDSMT – Specialization in Actuarial Science – BS in Mathematics**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – Program and Curriculum Approval

**BACKGROUND / DISCUSSION**

South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a specialization in Actuarial Science within the BS in Mathematics. The proposed specialization will focus the discipline of actuarial science, which is modeling and calculating risk using mathematical and statistical methods. This is a growing field with applications in insurance, finance, criminal justice, and industry. Between 10% and 12% of Mines mathematics graduates pursue careers in the actuarial sciences. As such, the proposed specialization seeks to capitalize on Mines students' success and interest in this area.

**IMPACT AND RECOMMENDATION**

SDSMT requests authorization to offer the specialization on campus. SDSMT is not requesting additional state resources to offer the program. No new courses will be required.

Board office staff recommends approval of the program.

**ATTACHMENTS**

Attachment I – New Specialization Request Form: SDSMT – Actuarial Science – BS in Mathematics

\*\*\*\*\*

**DRAFT MOTION 20220802\_6-E(1):**

I move to authorize SDSMT to offer a specialization in Actuarial Science within the BS in Mathematics, as presented.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

<b>UNIVERSITY:</b>	<b>SDSM&amp;T</b>
<b>TITLE OF PROPOSED SPECIALIZATION:</b>	<b>Actuarial Science</b>
<b>NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:</b>	<b>Mathematics</b>
<b>BANNER PROGRAM CODE:</b>	<b>MBS.MTH</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>6/1/2022</b>
<b>PROPOSED CIP CODE:</b>	<b>27.0304</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Mathematics</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>MMTH</b>
<b>UNIVERSITY DIVISION:</b>	<b>4L</b>
<b>BANNER DIVISION CODE:</b>	<b>4L</b>

☒ **Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.6](#), which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

#### University Approval

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	Click here to enter a date. <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> Date
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Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

**1. Level of the Specialization (place an “X” in the appropriate box):**

Baccalaureate ☒ Master’s ☐ Doctoral ☐

**2. What is the nature/purpose of the proposed specialization? Please include a brief (1-2 sentence) description of the academic field in this specialization.**

South Dakota Mines requests authorization to offer an Actuarial Science Specialization in its B.S. in Mathematics. The proposed specialization is in the field of Actuarial Science, the discipline of modeling and calculating risk using mathematical and statistical methods. Actuarial science is a rapidly growing field with applications in insurance, finance, criminal justice, and industry.

Between 10% and 12% of South Dakota Mines Mathematics graduates pursue careers in the actuarial sciences, taking on positions such as actuaries, risk analysts, and liability analysts with companies including Assurant, Boeing, Huntington National Bank, S&P Global, TD Ameritrade, and Western Union. Actuarial science is also one of the most popular areas of interest for prospective South Dakota Mines mathematics majors. The proposed specialization seeks to capitalize on Mines students’ success and interest, combining the Mathematics Department’s robust instruction in applied and computational mathematics (including statistics, numerical methods, and data analysis) with further courses in computational decision making and finance to provide students a strong undergraduate preparation in the field of actuarial science. It codifies a pathway through pre-existing elective MATH, CSC, IENG, ACCT and other coursework that has been previously shown effective in securing Mathematics graduates careers in actuarial science fields. Thus, this proposal requires no new courses or new state resources.

Graduates earning the specialization will have the necessary mathematical and computational skills needed to prepare them for a career in actuarial sciences. They will be well-prepared to enter the workforce as actuaries and risk analysts, or to pursue competitive graduate education in actuarial science or similar disciplines.

**3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.**

It is not an overstatement to say that the work of actuarial science professionals is of life-and-death importance: the majority of them work in health, life, casualty, and property insurance, where they analyze data and assess risk to protect the overall financial health of their clients and employers. And the amount of data increases every day: according to **Domo**, in 2017 roughly 2.5 *quintillion* bytes of data were created *every day*<sup>1</sup>, and that by 2020 there was 40 times more bytes of data than there are stars in the observable universe<sup>2</sup>.

This increase in data creates new avenues from which to analyze risks and develop policies to address them. As reported in the **Financial Times**<sup>3</sup>, “from weather patterns to social media,

<sup>1</sup> <https://www.domo.com/learn/infographic/data-never-sleeps-5>

<sup>2</sup> <https://www.domo.com/learn/infographic/data-never-sleeps-7>

<sup>3</sup> <https://www.ft.com/content/3273a7d4-00d2-11e6-99cb-83242733f755>

new sources of data could help [insurers] streamline costs, be more targeted with the risks they want to underwrite, identify new customers, predict fraud, or identify claims that have the potential to become very expensive.”

Consequently, there is a critical need for trained mathematicians to effectively analyze and process data to effectively assess risk. A January 22, 2022, search of **Indeed.com** lists some 3300 job positions for *actuary* or *actuarial analyst*, with employers including Blue Cross Blue Shield, Kaiser Permanente, Farmers Insurance Group, Liberty Mutual, State Farm, Crum & Forster, Milliman, Toyota, Westfield, and Aflac.

And the demand for actuarial science jobs continues to grow. The **U.S. Bureau of Labor Statistics** reports that in 2020 there were nearly 28,000 actuarial jobs in the United States, with an average salary of \$111,030. Moreover, the number of actuarial jobs is expected to increase by another nearly 24% by 2030<sup>4</sup>. **Forbes** (quoting *Bankrate*) declared actuarial science “the most valuable” STEM specialization<sup>5</sup>, citing its high average salary and low unemployment rate of 2.3%.

The proposed specialization will allow its graduates to capitalize on this growing professional need. Actuarial science jobs aren’t just in demand – they are the beginnings of satisfying careers. **U.S. News and World Report** ranks Actuary as #20 in its 2022 list of 100 Best Jobs in America, #11 in its list of Best STEM jobs, and #7 in its list of Best Business Jobs.<sup>6</sup> The same publication ranked Actuary #24 in 2021.

**4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):**

Prefix	Number	Course Title	Credit Hours	New (yes, no)
<b>Mathematics Degree Requirements</b>				
MATH	110	Survey of Mathematics	1	No
MATH	123	Calculus I	4	No
MATH	125	Calculus II	4	No
MATH	225	Calculus III	4	No
MATH	315	Linear Algebra	3	No
MATH	321	Differential Equations	3	No
MATH	373	Numerical Methods	3	No
MATH	381	Introduction to Probability and Statistics	3	No
MATH	413	Abstract Algebra I	3	No
MATH	423	Advanced Calculus I	3	No
MATH	498	Undergraduate Research	1	No
MATH	402	Communicating Mathematics	1	No
CSC	251	Finite Structures	3	No

<sup>4</sup> <https://www.bls.gov/ooh/math/actuaries.htm>

<sup>5</sup> <https://www.forbes.com/sites/kateashford/2018/09/12/stem-degree>

<sup>6</sup> <https://money.usnews.com/careers/best-jobs/actuary>

MATH sequence elective	3	No
MATH upper-level elective	3	No
Department-approved upper-level electives	6	No
Computer science sequence	6-7	No
English communications requirement (ENGL 101, 278, 279)	9	No
Humanities and Social Sciences General Education requirement	12	No
Science requirement (PHYS 211, approved 2 <sup>nd</sup> science course and lab)	7	No
Free electives	36	No
<b>Actuarial Science Specialization*</b>		
<i>Required courses</i>		
MATH 382	Probability and Statistics II	3 No
MATH 443	Data Analysis	3 No
MATH 451	Mathematical Modeling	3 No
<i>Select two of the following:</i>		
IENG 362	Stochastic Models	3 No
IENG 415	Decision Analysis	3 No
ENGM 435	Optimization Techniques	3 No
CSC 484	Database Management Systems	
<i>Select two of the following:</i>		
IENG 302	Engineering Economics	3 No
ACCT 210	Principles of Accounting I **	3 No
ACCT 211	Principles of Accounting II **	3 No
BADM 310	Business Finance **	3 No

Total number of hours required for completion of specialization

21

Total number of hours required for completion of major

68

Total number of hours required for completion of degree

120

\* The required 21 credits for the completion of the specialization may be obtained from a combination of various upper-level and free electives for the Mathematics B.S.

- MATH 382 fulfills the MATH sequence elective
- MATH 443 fulfills the MATH upper-level elective
- MATH 451, IENG 362, and IENG 415 are upper-level electives.
- The remaining classes are free electives.

\*\* These courses are not taught at South Dakota Mines but are readily available within the SDBOR system and at the Rapid City University Center.

**5. Delivery Location**

*Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.*

**A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire specialization through distance technology (e.g., as an on-line program)?**

	Yes/No	Intended Start Date
On campus	Yes	Fall 2022

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in <a href="#">AAC Guideline 5.5</a>.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

**B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the specialization through distance learning (e.g., as an on-line program)? This question responds to HLC definitions for distance delivery.**

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – E (2)**

**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**New Specialization Request – USD – Specialization in Mental Health – BA & BS in Psychology**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – Program and Curriculum Approval

**BACKGROUND / DISCUSSION**

The University of South Dakota (USD) requests authorization to offer a specialization in Mental Health within the BA & BS in Psychology. The proposed specialization will better prepare undergraduate students for advanced study to become a clinical mental health professional, including degrees in Clinical Psychology, Counseling Psychology, Clinical Social Work, and School Psychology. The area of mental health counseling is projected to grow 23% between 2020 and 2030, well above average job growth for other sectors. Mental Health professionals are in high demand and in short supply in the upper mid-west and South Dakota in particular.

**IMPACT AND RECOMMENDATION**

USD requests authorization to offer the specialization on campus and at USD-Sioux Falls. USD is not requesting additional state resources to offer the program. No new courses will be required.

Board office staff recommends approval of the program.

**ATTACHMENTS**

Attachment I – New Specialization Request Form: USD – Mental Health – BA & BS in Psychology

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**DRAFT MOTION 20220802\_6-E(2):**

I move to authorize USD to offer a specialization in Mental Health within the BA & BS in Psychology, as presented.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Specialization

<b>UNIVERSITY:</b>	USD
<b>TITLE OF PROPOSED SPECIALIZATION:</b>	Mental Health
<b>NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:</b>	BA/BS Psychology
<b>INTENDED DATE OF IMPLEMENTATION:</b>	Fall 2022
<b>PROPOSED CIP CODE:</b>	42.0201
<b>UNIVERSITY DEPARTMENT:</b>	Psychology
<b>BANNER DEPARTMENT CODE:</b>	UPSY
<b>UNIVERSITY DIVISION:</b>	Arts & Sciences
<b>BANNER DIVISION CODE:</b>	2A

<b>X</b>	<p><b><u>Please check this box to confirm that</u> (place an “X” in the left box):</b></p> <ul style="list-style-type: none"> <li>The individual preparing this request has read <a href="#">AAC Guideline 2.6</a>, which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.</li> <li>This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.</li> </ul>
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#### University Approval

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

<i>Elizabeth M. Freeburg</i> <hr style="border: 0; border-top: 1px solid black;"/> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	5/2/2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
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#### 1. Level of the Specialization (place an “X” before the specialization):

<input checked="" type="checkbox"/>	Baccalaureate	<input type="checkbox"/>	Master’s	<input type="checkbox"/>	Doctoral
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#### 2. What is the nature/purpose of the proposed specialization? Please include a brief (1-2 sentence) description of the academic field in this specialization.

To better prepare undergraduate students for advanced study to become a clinical mental health professional, including degrees in Clinical Psychology, Counseling Psychology, Clinical Social Work and School Psychology.

#### 3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.



The US Bureau of Labor Statistics notes that Mental Health Counselors are projected to grow 23% between 2020 and 2030, well above the average job growth for other sectors. Clinical Psychologists are projected to grow at 8% per year which is average for all jobs. Mental health professions are in high demand and of short supply in the upper mid-west and South Dakota in particular<sup>1</sup>. On average 1/3 of US citizens live in an area with a shortage of mental health professionals, in South Dakota that number is just over 50%<sup>2</sup>. According to the South Dakota Department of Health, all but four counties in South Dakota are currently experiencing a shortage of mental health providers<sup>3</sup>.

This major ensures that students will graduate with all the necessary undergraduate coursework to pursue advanced study in counseling or clinical psychology. Most graduate training programs and all American Psychological Association accredited training programs requires that students complete coursework in 5 core areas (affective, biological, cognitive, developmental & social) in addition to coursework in research methods, statistics and history of psychology. This specialization builds upon the existing psychology major and integrates these required courses into the current structure of the major, ensuring that all students earning a Psychology-Mental Health specialization will be minimally prepared for entry into a graduate program leading to licensure.

**4. List the proposed curriculum for the specialization (including the requirements for completing the major – highlight courses in the specialization):**

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
PSYC	101	General Psychology	3	No
PSYC	275	Understanding Social Science Research	3	No
PSYC	371	Statistics in Psychology	3	No
PSYC	241	Social Psychology	3	No
PSYC	321	Developmental Psychology	3	No
PSYC	406	Cognitive Psychology	3	No
PSYC	451	Abnormal Psychology	3	No
PSYC	461	Theories of Personality	3	No
PSYC	411	Physiological Psychology	3	No
PSYC	409	History & Systems in Psychology	3	No
PSYC		Elective	3	No
PSYC		Elective	3	No

Total number of hours required for completion of specialization

21

Total number of hours required for completion of major

36

Total number of hours required for completion of degree

120

<sup>1</sup> <https://www.argusleader.com/story/news/2021/10/26/workforce-shortage-causing-backlog-at-hsc-south-dakota/8551226002/>

<sup>2</sup> <https://usafacts.org/articles/over-one-third-of-americans-live-in-areas-lacking-mental-health-professionals/>.

<sup>3</sup> <https://doh.sd.gov/documents/Providers/RuralHealth/Mental.pdf>

## 5. Delivery Location

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire specialization through distance technology (e.g., as an on-line program)?

	Yes/No	Intended Start Date
On campus	Yes	Fall 2022

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in <a href="#">AAC Guideline 5.5.</a></i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	USD-Sioux Falls	Fall 2022

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the specialization through distance learning (e.g., as an on-line program)? *This question responds to HLC definitions for distance delivery.*

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		

## 6. Additional Information:

Current psychology majors seeking to gain admission to counseling or clinical psychology graduate programs already must complete all the coursework within the specialization. Formalizing this specialization will assist in ensuring that students are aware of the necessity for these courses and will be prepared for study or careers in the mental health field upon graduation. This specialization utilizes existing coursework and builds upon the expertise of the faculty of the state's only APA accredited clinical psychology training program.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – F (1)**

**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**New Site Request – USD – Minor in Biology (Online)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – Program and Curriculum Approval

[BOR Policy 2:12](#) – Distance Education

**BACKGROUND / DISCUSSION**

The University of South Dakota (USD) requests approval to offer the minor in Biology online. Currently, a majority of the courses for this minor are offered online. A proposed program modification will allow for students to complete the minor online, which will provide online students more choice. Currently, there are relatively few minors available for online students.

**IMPACT AND RECOMMENDATION**

USD anticipates 1 online enrollment after four years of the program being online, as it is anticipated that moving this minor online will have minimal impact. The university requests no new resources.

Board office staff recommends approval to offer the minor online.

**ATTACHMENTS**

Attachment I – New Site Request: USD – Minor in Biology

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**DRAFT MOTION 20220802\_8-F(1):**

I move to approve USD's new site proposal to offer the minor in Biology online.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Site Request

<b>UNIVERSITY:</b>	<b>USD</b>
<b>DEGREE(S) AND PROGRAM:</b>	<b>Biology Minor</b>
<b>NEW SITE(S):</b> <i>Include address of new physical locations. Delivery methods are defined in <a href="#">AAC Guideline 5.5</a>.</i>	<b>Online</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2022</b>
<b>CIP CODE:</b>	<b>26.0101</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Biology</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>UBIO</b>
<b>UNIVERSITY DIVISION:</b>	<b>College of Arts &amp; Science</b>
<b>BANNER DIVISION CODE:</b>	<b>2A</b>

<b>X</b>	<p><b><u>Please check this box to confirm that</u> (place an “X” in the left box):</b></p> <ul style="list-style-type: none"> <li>The individual preparing this request has read <a href="#">AAC Guideline 2:11</a>, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines.</li> <li>This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.</li> </ul>
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#### University Approval

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

President of the University	Date

#### 1. What is the need for offering the program at the new physical site or through distance delivery?

Sufficient courses are currently already offered online to fulfill the requirements for an online minor in Biology. This request will allow students to fulfill the degree requirements for a minor online.

#### 2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If “yes,” identify the institutions and programs and explain why authorization is requested.

No other Regental institutions are authorized to offer a biology minor online.

#### 3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates.

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<i>Estimates</i>	FYXX	FYXX	FYXX	FYXX
Students new to the university	0	0	0	0
Students from other university programs	0	0	0	0
=Total students in the program at the site	1	1	1	1
Program credit hours (major courses)**	9	9	9	9
Graduates	0	0	0	0

\*Do not include current fiscal year.

\*\*This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

**4. What is the perceived impact of this request on existing programs in the Regental system?**

This will have minimal impact on the system as whole. As courses are online, this will allow students to take suitable coursework from any of the regental institutions. This will increase student choice and create more flexibility to aid with on-time graduation.

**5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.**

		Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours currently available online	Credit hours new to this university for online delivery
<b>Biology Minor</b>	Credit hours				
Core Requirements	8	8	8	8	0
Electives	10	10	10	10	0
<i>Total, Degree with Proposed Major</i>	18	18	18	18	0

\*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

**Core Requirements**

- BIOL 151/L General Biology I/Lab
- BIOL 153/L General Biology II/Lab

**Electives (10 hours)**

- Upper-level BIOL courses 10cr

**6. How will the university provide student services comparable to those available for students on the main campus?**

Students will have access to similar learning materials and the professor similar to in person courses. As the in-person course is typically taught to ~200 students, many of the resources are already digital.

**7. Is this program accredited by a specialized accrediting body? If so, address any program**

accreditation issues and costs related to offering the program at the new site(s).

N/A

8. Does the university request any exceptions to Board policy for delivery at the new site(s)?  
Explain requests for exceptions to Board policy.

None.

9. Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. *Complete Appendix B – Budget using the system form.*

As courses are already offered online, there is no additional cost needed to provide this program.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – F (2)**

**DATE: August 2-4, 2022**

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**SUBJECT**

**New Site Request – USD – Minor in Computer Science (Online)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – Program and Curriculum Approval

[BOR Policy 2:12](#) – Distance Education

**BACKGROUND / DISCUSSION**

The University of South Dakota (USD) requests approval to offer the minor in Computer Science online. Currently, a majority of the courses for this minor are offered online. A proposed program modification will allow for students to complete the minor online, which will provide online students more choice. Currently, there are relatively few minors available for online students.

**IMPACT AND RECOMMENDATION**

USD anticipates 20 online enrollments after four years of the program being online. The university requests no new resources.

Board office staff recommends approval to offer the minor online.

**ATTACHMENTS**

Attachment I – New Site Request: USD – Minor in Computer Science

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**DRAFT MOTION 20220802\_6-F(2):**

I move to approve USD's new site proposal to offer the minor in Computer Science online.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Site Request

<b>UNIVERSITY:</b>	<b>USD</b>
<b>DEGREE(S) AND PROGRAM:</b>	<b>Computer Science Minor</b>
<b>NEW SITE(S):</b>	<b>Online</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2022</b>
<b>CIP CODE:</b>	<b>11.0101</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Computer Science</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>UCSC</b>
<b>UNIVERSITY DIVISION:</b>	<b>Arts &amp; Sciences</b>
<b>BANNER DIVISION CODE:</b>	<b>2A</b>

<b>X</b>	<p><b><u>Please check this box to confirm that (place an “X” in the left box):</u></b></p> <ul style="list-style-type: none"> <li>The individual preparing this request has read <a href="#">AAC Guideline 2:11</a>, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines.</li> <li>This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.</li> </ul>
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#### University Approval

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

\_\_\_\_\_  
President of the University

\_\_\_\_\_  
Date

#### 1. What is the need for offering the program at the new physical site or through distance delivery?

Adding the online (Computer Science Minor) delivery modality will increase the opportunities for students to study and obtain a meaningful credential, particularly if those students are not enrolled on the Vermillion main campus. Further, there are relatively few minors currently offered online at USD. Adding this modality will provide an additional option for students majoring in other online programs that require a Computer Science minor. Importantly, since the beginning of COVID-19, we have been offering the required CSC classes online.

#### 2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If “yes,” identify the institutions and programs and explain why authorization is requested.

Both DSU and SDSMT have Computer Science minors. Only DSU offers a Computer Science minor with an online modality. Not to be confused, we are not asking for a new program but the added modality for the existing program.

#### 3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the



**methodology used in developing the estimates.**

This request will not be likely to attract new degree seeking students to the university, as the minor is not a degree on its own. This will, however, provide flexibility to students currently completing online majors and therefore, the Department of Computer Science will potentially attract more students. It will bring growth in the number of minors from other online majors. As mentioned before, Computer Science courses do not require students to be physically in the class as programming/coding skills can be virtually validated/tested.

	<b>Fiscal Years*</b>			
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>
<b><i>Estimates</i></b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
Students new to the university	0	0	0	0
Students from other university programs	5	10	15	20
=Total students in the program at the site	5	10	15	20
Program credit hours (major courses)**	45	90	135	180
Graduates				

\*Do not include current fiscal year.

\*\*This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

**4. What is the perceived impact of this request on existing programs in the Regental system?**

Every major requires computing skills and we have received a significant number of requests from the existing USD students whether they can obtain a Computer Science minor online. Authorization to offer the Computer Science minor online would potentially allow us to support our future students as we have been offering the required number of courses online since the beginning of COVID-19. The online modality also provides flexibility in scheduling courses.

**5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.**

<b>Program Name (Degree)</b>	<b>Credit hours</b>	<b>Credit hours currently available from this university online</b>	<b>Credit hours currently available from other universities available online</b>	<b>Credit hours currently available online</b>	<b>Credit hours new to this university for online delivery</b>
Core Requirements	8	8	0	8	0
Electives	10	10	0	10	0
Total	18	10	0	18	0
<i>Total, Degree with Proposed Major</i>					

\*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

## Core Requirements

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### Required Courses (8 hours)

- [CSC 155 - Introduction to Computer Science & Programming](#) (Online)
- [CSC 155L - Introduction to Computer Science & Programming Laboratory](#) (Online)
- [CSC 255 - Intermediate Computer Programming](#) (Online)
- [CSC 255L - Intermediate Computer Programming Laboratory](#) (Online)

### Departmental Electives (10 hours)

Select upper-division CSC electives from the following:

- [CSC 324 - Machine Organization](#)
- [CSC 324L - Machine Organization Laboratory](#)
- [CSC 350 - Algorithms & Data Structures](#)
- [CSC 380 - Information Retrieval and Analysis](#) (Online)
- [CSC 408 - Social, Ethical, and Legal Aspects of Computing](#)
- [CSC 411 - Simulation](#)
- [CSC 425 - High Performance Computing](#) (Online)
- [CSC 433 - Computer Graphics](#) (C)
- [CSC 435 - Human Factors in Computer Systems](#)
- [CSC 445 - Introduction to Theory of Computation](#) (C)
- [CSC 447 - Artificial Intelligence](#) (C) (Online)
- [CSC 453 - Theory and Systems Fundamentals](#)
- [CSC 456 - Operating Systems](#) (C)
- [CSC 461 - Programming Languages](#) (C)
- [CSC 462 - Computer Networks and Security](#)
- [CSC 463 - Data Communications](#) (C)
- [CSC 471 - Numerical Analysis I](#)
- [CSC 475 - Operations Research](#)
- [CSC 480 - Capstone: Software Engineering](#)
- [CSC 481 - Systems Analysis](#) (C)
- [CSC 484 - Database Management Systems](#) (C)
- [CSC 492 - Topics](#) (C) (Online)
- [CSC 494 - Internship](#) (C)

### 6. How will the university provide student services comparable to those available for students on the main campus?

Student services will be provided by the Department of Computer Science as well as Academic Affairs. Services will be similar to those provided for other online programs. The Department of Computer Science has been offering online coursework since the beginning of COVID-19 and is accustomed to working with students from a distance. We also have available the expertise of the I.D. Weeks library, the CTL, and ITS to assist online students (and faculty serving students) in accessing and using resources to further their education.

### 7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

No, the Computer Science minor is not accredited.

### 8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.

None.

9. **Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Complete Appendix B – Budget using the system form.** No new costs are anticipated. The department currently offers required credits online for a minor. No additional courses are proposed.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – F (3)**

**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**New Site Request – USD – Minor in Interdisciplinary Sciences (Online)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – Program and Curriculum Approval

[BOR Policy 2:12](#) – Distance Education

**BACKGROUND / DISCUSSION**

The University of South Dakota (USD) requests approval to offer the minor in Interdisciplinary Sciences online. Currently, a majority of the courses for this minor are offered online. A proposed program modification will allow for students to complete the minor online, which will provide online students more choice. Currently, there are relatively few minors available for online students, particularly in the natural or physical sciences.

**IMPACT AND RECOMMENDATION**

USD anticipates 5 online enrollments after four years of the program being online. The university requests no new resources.

Board office staff recommends approval to offer the minor online.

**ATTACHMENTS**

Attachment I – New Site Request: USD – Minor in Interdisciplinary Sciences

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**DRAFT MOTION 20220802\_6-F(3):**

I move to approve USD's new site proposal to offer the minor in Interdisciplinary Sciences online.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Site Request

<b>UNIVERSITY:</b>	<b>USD</b>
<b>DEGREE(S) AND PROGRAM:</b>	<b>Interdisciplinary Sciences Minor</b>
<b>NEW SITE(S):</b>	<b>Online</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2022</b>
<b>CIP CODE:</b>	<b>51.1199</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Arts &amp; Sciences, General (UASG)</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>UASG – A&amp;S, General</b>
<b>UNIVERSITY DIVISION:</b>	<b>College of Arts &amp; Sciences</b>
<b>BANNER DIVISION CODE:</b>	<b>2A</b>

<b>A</b>	<p><b><u>Please check this box to confirm that (place an “X” in the left box):</u></b></p> <ul style="list-style-type: none"> <li>The individual preparing this request has read <a href="#">AAC Guideline 2:11</a>, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines.</li> <li>This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.</li> </ul>
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#### University Approval

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

\_\_\_\_\_  
President of the University

\_\_\_\_\_  
Date

#### 1. What is the need for offering the program at the new physical site or through distance delivery?

Through our current online offerings, USD is positioned to offer a minor in Interdisciplinary Sciences online. Since there are relatively few minors currently offered online at USD, adding this modality will provide an additional option for students majoring in online programs that require a minor. Adding the online site will require no additional funding to support and, as such, it is timely to add the online offering for the interdisciplinary sciences minor.

#### 2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If “yes,” identify the institutions and programs and explain why authorization is requested.

While there are minors in various science disciplines across the BOR, there are no online minors in natural and physical science disciplines.

#### 3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the

**methodology used in developing the estimates.**

The addition of an online minor in interdisciplinary sciences is not likely to add new degree seeking studies to the university. Rather, offering the online minor will allow students an additional option for a minor if the student is completing their major online. We expect slight growth in the online minor as students completing their degree online elect to pursue a minor in interdisciplinary sciences.

	<b>Fiscal Years*</b>			
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>
<b><i>Estimates</i></b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26</b>
Students new to the university	0	0	0	0
Students from other university programs	2	3	4	5
=Total students in the program at the site	2	3	4	5
Program credit hours (major courses)**	36-40	54-60	72-80	90-100
Graduates	-	-	-	-

\*Do not include current fiscal year.

\*\*This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

**4. What is the perceived impact of this request on existing programs in the Regental system?**

The addition of an online site for this minor will supplement existing programs within the Regental system. Providing the interdisciplinary sciences minor online will expand minor options for students enrolled in online or face-to-face majors.

**5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.**

<b>Interdisciplinary Sciences (minor)</b>	<b>Credit hours</b>	<b>Credit hours currently available from this university online</b>	<b>Credit hours currently available from other universities available online</b>	<b>Credit hours currently available online</b>	<b>Credit hours new to this university for online delivery</b>
Major Requirements	18-20	18-20	18-20	18-20	0
Major Electives or Minor	0	-	-	-	-
<i>Total, Degree with Proposed Major</i>	18-20	18-20	18-20	18-20	0

\*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

**Core Requirements**

Choose two options from two different disciplinary sequences.

In addition, choose a fifth course from one of the sequences in a discipline not previously selected. Students who complete the PHYS 211/213 sequence will not be required to complete the fifth course so long as they have 18 credits earned in the minor.

**Sequence 1 (Biology)**

- BIOL 151 - General Biology I (C) [SGR #6, HSDC]
- BIOL 151L - General Biology I Lab (C) [SGR #6, HSDC]
- BIOL 153 - General Biology II (C) [SGR #6, HSDC]
- BIOL 153L - General Biology II Lab (C) [SGR #6, HSDC]

**Sequence 2 (Chemistry)****Option A**

- CHEM 112 - General Chemistry I (C) [SGR #6, HSDC]
- CHEM 112L - General Chemistry I Laboratory (C) [SGR #6, HSDC]
- CHEM 114 - General Chemistry II (C) [SGR #6, HSDC]
- CHEM 114L - General Chemistry II Laboratory (C) [SGR #6, HSDC]

**Option B**

- CHEM 112 - General Chemistry I
- CHEM 112L - General Chemistry I Laboratory
- CHEM 116 - Honors Principles of Chemistry [SGR #6, HSDC]
- CHEM 116L - Honors Principles of Chemistry Laboratory [SGR #6, HSDC]

**Sequence 3 (Anatomy/Physiology)****Option A**

- PHGY 220 - Human Anatomy and Integrated Physiology I [SGR #6, HSDC]
- PHGY 220L - Human Anatomy and Integrated Physiology Laboratory I [SGR #6, HSDC]
- PHGY 230 - Human Anatomy and Integrated Physiology II [SGR #6, HSDC]
- PHGY 230L - Human Anatomy and Integrated Physiology II Laboratory [SGR #6, HSDC]

**Option B**

- ANAT 411 - Human Gross Anatomy
- PHGY 420 - Advanced Human Physiology I

**Sequence 4 (Physics)****Option A**

- PHYS 111 - Introduction to Physics I (C) [SGR #6, HSDC]
- PHYS 111L - Introduction to Physics I Laboratory (C) [SGR #6, HSDC]
- PHYS 113 - Introduction to Physics II (C) [SGR #6, HSDC]
- PHYS 113L - Introduction to Physics II Laboratory (C) [SGR #6, HSDC]

**Option B**

- PHYS 211 - University Physics I (C) [SGR #6, HSDC]
- PHYS 211L - University Physics I Laboratory (C) [SGR #6, HSDC]
- PHYS 213 - University Physics II (C) [SGR #6, HSDC]
- PHYS 213L - University Physics II Laboratory (C) [SGR #6, HSDC]

**6. How will the university provide student services comparable to those available for students on the main campus?**

Services will be those provided for other online programs. The College of A&S has been offering online coursework and online major and minors for several years and are adept in supporting students from a distance. We also have the expertise of the I.D. Weeks library, the CTL, and ITS to assist online students (and faculty serving students) in accessing and using resources to further their education. Further, students obtaining a minor in interdisciplinary sciences will have access to advising within the Academic and Career Planning Center and from the minor program director.

**7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).**

No

**8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.**

None

**9. Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Complete Appendix B – Budget using the system form.**

No new costs are anticipated. The College of A&S already offers adequate courses via the online modality. This request will allow for awarding of the minor for those students who complete the requirements of the minor.



**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – F (4)**

**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**New Site Request – USD – Minor in Spanish (Online)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – Program and Curriculum Approval

[BOR Policy 2:12](#) – Distance Education

**BACKGROUND / DISCUSSION**

The University of South Dakota (USD) requests approval to offer the minor in Spanish online. Currently, a majority of the courses for this minor are offered online. A proposed program modification will allow for students to complete the minor online, which will provide online students more choice. Currently, there are relatively few minors available for online students.

**IMPACT AND RECOMMENDATION**

USD anticipates 28 online enrollments and 20 graduates after four years of the program being online. The university requests no new resources.

Board office staff recommends approval to offer the minor online.

**ATTACHMENTS**

Attachment I – New Site Request: USD – Minor in Spanish

\*\*\*\*\*

**DRAFT MOTION 20220802\_6-F(4):**

I move to approve USD's new site proposal to offer the minor in Spanish online.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Site Request

<b>UNIVERSITY:</b>	<b>USD</b>
<b>DEGREE(S) AND PROGRAM:</b>	<b>Spanish Minor</b>
<b>NEW SITE(S):</b>	<b>Online</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2023</b>
<b>CIP CODE:</b>	<b>16.0905</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Modern Languages and Linguistics</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>UMLL</b>
<b>UNIVERSITY DIVISION:</b>	<b>College of Arts &amp; Sciences</b>
<b>BANNER DIVISION CODE:</b>	<b>2A</b>

<b>X</b>	<p><b><u>Please check this box to confirm that (place an “X” in the left box):</u></b></p> <ul style="list-style-type: none"> <li>The individual preparing this request has read <a href="#">AAC Guideline 2:11</a>, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines.</li> <li>This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.</li> </ul>
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#### University Approval

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

\_\_\_\_\_  
President of the University

\_\_\_\_\_  
Date

#### 1. What is the need for offering the program at the new physical site or through distance delivery?

There is a growing demand for online Spanish courses; SDSU and NSU currently offer multiple levels of Spanish online. We have students that cannot complete the minor due to scheduling conflicts, and this will alleviate the problem.

#### 2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If “yes,” identify the institutions and programs and explain why authorization is requested.

Northern State University currently offers an online minor in Spanish.

Offering our own program will allow students to complete courses within their home institution and more easily comply with degree completion rules regarding minimum credits at the institution. Additionally, this will meet student needs for those who currently have difficulty with meeting time conflicts in our face-to-face classes.

#### 3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates.

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<i>Estimates</i>	FY23	FY24	FY25	FY26
Students new to the university	1	2	2	3
Students from other university programs	10	15	20	25
=Total students in the program at the site	11	17	22	28
Program credit hours (major courses)**	206	323	418	532
Graduates	0	1	12	20

\*Do not include current fiscal year.

\*\*This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

Estimates are based on an expectation of a continued move from face-to-face instruction to the online equivalents. I also believe that some students who cannot currently complete the program will be able to do so. Methodology is informed by student requests over the past 12 months.

**4. What is the perceived impact of this request on existing programs in the Regental system?**

Anticipated impact is minimal. None or few USD students complete the minor online, this should bring a few more credits into USD instead of sending students to other regental online courses, but programs should see very little impact.

**5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.**

<b>Spanish Minor</b>	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours currently available online	Credit hours new to this university for online delivery
Core Requirements	16	12	13	13	0
Electives	3	3	3	3	0
<i>Total, Degree with Proposed Major</i>	19	15	16	16	0

\*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

Core Requirements

- SPAN 102 - Introductory Spanish II -4cr
- SPAN 201 - Intermediate Spanish I -3cr
- SPAN 202 - Intermediate Spanish II -3cr
- SPAN 320 - Intensive Spanish Grammar Review -3cr
- SPAN 330 - Reading and Writing for Communication -3c

**6. How will the university provide student services comparable to those available for students on the main campus?**

Online students will have access to virtual office hours and advising. They will have the same access to other services as any online student.

**7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).**

No.

**8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.**

None.

**9. Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Complete Appendix B – Budget using the system form.**

The Spanish Minor is currently offered through face-to-face delivery at USD. Offering it online requires no additional ongoing costs. Anticipated changes will include one-time course release and/or course development stipends.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – G**  
**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**Request to Seek Accreditation – SDSU**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 1:10](#) – Relationship of Curriculum and Instruction to Statutory Objectives

**BACKGROUND / DISCUSSION**

Board of Regents Policy 1:10 specifies that “Each campus must seek and receive Board approval before applying for initial accreditation or an expanded scope of accreditation for academic programs.” In accordance with Board policy, South Dakota State University requests approval to seek accreditation from the following accrediting agencies:

Accrediting Agency: American Society of Animal Science

Program: BS in Animal Science

Advantages: Accreditation will verify the program’s quality and capacity for training students who are prepared to enter diverse professional positions upon graduation or continue their education in professional degree programs. Additionally, accreditation provides an opportunity to evaluate current performance, set goals, and implement a plan for improvement.

The Higher Learning Commission (HLC), a regional accrediting agency recognized by the U.S. Department of Education, awards institutional accreditation for higher education institutions in South Dakota. A variety of unique organizations award specialized/program accreditation within distinct programs or departments at Regental institutions. A general reference document on institutional and specialized/program accreditation is available on the BOR website at the link below.

- [Special Analysis: Accreditation in Higher Education](#)

**IMPACT AND RECOMMENDATION**

SDSU anticipates a one-time application fee of \$5,000 for initial accreditation, and an annual renewal fee of \$2,000 to be covered through department program fees.

(Continued)

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**DRAFT MOTION 20220802\_6-G:**

I move to approve SDSU’s request to seek accreditation from the American Society of Animal Science for their BS in Animal Science.

Board staff recommends approval.

**ATTACHMENTS**

Attachment I – SDSU Request to Seek Accreditation Form: American Society of Animal  
Science

## Request to Seek Accreditation Under BOR Policy

1. Institution: South Dakota State University2. Program(s) seeking accreditation: Animal Science

3. Level of program(s) involved in accreditation:

<u>          </u>	Certificate	<u>          </u>	Master's Degree
<u>          </u>	Associate Degree	<u>          </u>	Doctoral Degree
<u>  x  </u>	Bachelor's Degree		

4. Accrediting Agency: American Society of Animal Science*NOTE: Use additional pages if needed to address the following questions.***5. What are the advantages of accreditation?**

Accreditation will verify the program's quality and capacity for training students who are prepared to enter diverse professional positions upon graduation or continue their education in professional degree programs. Additionally, accreditation provides an opportunity to evaluate current performance, set goals and implement a plan for improvement.

**6. What are the anticipated costs involved in accreditation, including:****A) Costs involved in undergoing self-study and preparing the application for accreditation.**

Preparation for the accreditation will be done in conjunction with the department's Institutional Program Review. No additional preparation costs are anticipated.

**B) Out-of-pocket costs related to dues or site visits.**

Application fee is \$5,000. This covers direct costs of site visits. Ideally, the accreditation visit will be scheduled jointly with the Institutional Program Review peer visits, potentially reducing the IPR costs.

**C) Base budget implications including incremental costs and minimum base resources required (dollars and FTE).**

Annual accreditation fee is \$2,000. No additional FTE anticipated.

**7. What is the source of the resources needed?**

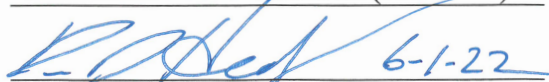
Department program fees.

**8. What is the estimated date for submission of accreditation application?**

Intent to apply: July or August 2022 (deadline of September 1)

Complete application: March 2023

Institutional Authorization (President)

 6-1-22  
Signature Date

**SOUTH DAKOTA BOARD OF REGENTS**

**Budget and Finance**  
**Consent**

**AGENDA ITEM: 6 – H**  
**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**FY23 Minnesota Reciprocity Agreement**

**CONTROLLING STATUTE, RULE, OR POLICY**

[SDCL 13-53-6.2](#) – Reciprocal Agreements between South Dakota and Minnesota Boards

[BOR Policy 1:16](#) – Interstate Tuition Agreements

[BOR Policy 5:5:1](#) – Tuition and Fees: On-Campus Tuition

**BACKGROUND / DISCUSSION**

During the 1978 legislative session, the Board of Regents was given authority through SDCL 13-53B to execute a tuition reciprocity agreement with the state of Minnesota “with the specific aims of enhancing accessibility to programs, expanding the range of programs available, and promoting the greater economy of state finances.” The Board of Regents ratified their first agreement with Minnesota at the May 1978 Board meeting.

Each year the Board approves the rates for the program based on the current agreement. That agreement provides that the visiting student will pay the higher of their home-state tuition and fees or the campus attended. The rates approved are for fall/spring/summer as compared to other tuition rates that are summer/fall/spring.

**Minnesota Students Enrolled in South Dakota Undergraduate or Graduate Program:**

The Administrative Memorandum of Understanding (MOU) with Minnesota Higher Education Service Office (MNHESO) states that Minnesota students attending a South Dakota university pay the higher of the following two rates:

- **Rate 1:** The resident undergraduate or graduate tuition and fee rate at the university attended; or
- **Rate 2:** The weighted undergraduate or graduate average of resident tuition and fee rates of nine Minnesota universities (UM Twin Cities and UM Morris are excluded.)

When determining which rate is paid, we include the General Activity Fee (GAF) and the laptop fee at DSU and SDSM&T. The Minnesota weighted undergraduate and graduate

(Continued)

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**DRAFT MOTION 20220804\_6-H:**

I move to approve the Minnesota reciprocity rates for FY23 and authorize the Executive Director to execute the Memorandum of Understanding.



averages include tuition, Student Services Fee, and GAF. Minnesota Higher Education Service Office (MNHESO) has calculated the average rate to be \$359.67 per credit hour for undergraduates for the 22-23 school year. The rate a Minnesota undergraduate will pay will depend on the institution attended. The Minnesota weighted undergraduate rate is higher than the in-state rate at all schools.

***Minnesota Undergraduate Student Attending a South Dakota University***

South Dakota Resident Tuition and Fee Rate				
22-23 School Year Cost per Credit Hour				
	Tuition	Fees	Total	MN Student Will Pay
Black Hills State University	\$ 253.85	\$ 38.25	\$ 292.10	\$ 359.67
Dakota State University	\$ 253.85	\$ 67.23	\$ 321.08	\$ 359.67
Northern State University	\$ 253.85	\$ 40.95	\$ 294.80	\$ 359.67
SD School of Mines & Tech	\$ 260.55	\$ 78.35	\$ 338.90	\$ 359.67
South Dakota State University	\$ 259.10	\$ 50.85	\$ 309.95	\$ 359.67
University of South Dakota	\$ 259.10	\$ 55.30	\$ 314.40	\$ 359.67

The Minnesota combined rate for graduate tuition and fees of \$589.46 is higher than the tuition and fees at any of the South Dakota schools, therefore, a Minnesota graduate student will pay \$589.46 per credit hour at all South Dakota public universities.

***Minnesota Graduate Student Attending a South Dakota University***

South Dakota Resident Tuition and Fee Rate				
22-23 School Year Cost per Credit Hour				
	Tuition	Fees	Total	MN Student Will Pay
Black Hills State University	\$ 333.25	\$ 38.25	\$ 371.50	\$ 589.46
Dakota State University	\$ 333.25	\$ 40.65	\$ 373.90	\$ 589.46
Northern State University	\$ 333.25	\$ 40.95	\$ 374.20	\$ 589.46
SD School of Mines & Tech	\$ 338.90	\$ 49.60	\$ 388.50	\$ 589.46
South Dakota State University	\$ 340.15	\$ 50.85	\$ 391.00	\$ 589.46
University of South Dakota	\$ 340.15	\$ 55.30	\$ 395.45	\$ 589.46

Table 1 compares what a Minnesota undergraduate student would pay under the South Dakota/Minnesota Reciprocity Agreement to what a non-resident undergraduate student from a surrounding state would pay per credit hour. On average, in Fall 2022, a Minnesota undergraduate student attending a South Dakota university will pay \$64.61 per credit hour less than a non-resident undergraduate student from a surrounding state.

**Table 1: Undergraduate (Fall 2022)**

	<i>Minnesota Student Attending a South Dakota School</i>			<i>Non-Resident Undergraduate</i>		
	<i>(Weighted Average of Minnesota Resident Rate)</i>			<i>(FY22 South Dakota Advantage Rate)</i>		
	<b>FY22</b>			<b>FY22</b>		
	Tuition	Fees	Total	Tuition	Fees	Total
BHSU	\$321.42	\$ 38.25	\$359.67	\$ 357.25	\$ 38.25	\$395.50
DSU	\$292.44	\$ 67.23	\$359.67	\$ 357.25	\$ 67.23	\$424.48
NSU	\$318.72	\$ 40.95	\$359.67	\$ 357.25	\$ 40.95	\$398.20
SDSM&T	\$281.32	\$ 78.35	\$359.67	\$ 390.80	\$ 78.35	\$469.15
SDSU	\$308.82	\$ 50.85	\$359.67	\$ 376.10	\$ 50.85	\$426.95
USD	\$304.37	\$ 55.30	\$359.67	\$ 376.10	\$ 55.30	\$431.40

Table 2 compares what a Minnesota graduate student would pay under the South Dakota/Minnesota Reciprocity Agreement to what a non-resident graduate student from another state would pay per credit hour. On average, a Minnesota graduate student attending a South Dakota university will pay \$99 per credit hour less than a non-resident graduate student from another state.

**Table 2: Graduate**

	<i>Minnesota Student Attending a South Dakota School</i>			<i>Non-Resident Graduate</i>		
	<i>(Weighted Average of Minnesota Resident Rate)</i>			<i>(FY21 South Dakota Non-Resident Rate)</i>		
	<b>FY22</b>			<b>FY22</b>		
	Tuition	Fees	Total	Tuition	Fees	Total
BHSU	\$551.21	\$ 38.25	\$589.46	\$ 622.15	\$ 38.25	\$ 660.40
DSU	\$522.23	\$ 40.65	\$589.46	\$ 622.15	\$ 40.65	\$ 662.80
NSU	\$548.51	\$ 40.95	\$589.46	\$ 622.15	\$ 40.95	\$ 663.10
SDSM&T	\$511.11	\$ 49.60	\$589.46	\$ 680.25	\$ 49.60	\$ 729.85
SDSU	\$538.61	\$ 50.85	\$589.46	\$ 654.05	\$ 50.85	\$ 704.90
USD	\$534.16	\$ 55.30	\$589.46	\$ 654.05	\$ 55.30	\$ 709.35

**South Dakota Undergraduate and Graduate Students Attending Minnesota Institutions:**

The Reciprocity Agreement states that South Dakota students attending a Minnesota university pay the higher of the following two rates:

- **Rate 1:** The resident undergraduate or graduate tuition and fee rate at the university attended, using a banded divisor calculation; or
- **Rate 2:** The weighted undergraduate or graduate average of tuition and fee rates of the South Dakota public universities.

The rate a South Dakota undergraduate student will pay depends upon which Minnesota university the student attends. Since the South Dakota weighted undergraduate rate of \$310.50 is higher than the rates at Metro State University, Minnesota State Moorhead, and Winona State University, the weighted South Dakota rate will be used at these universities. At the others, South Dakota students attending would pay the Minnesota rate.

Table 3 illustrates what a South Dakota undergraduate student attending a Minnesota State University would pay under the South Dakota/Minnesota Reciprocity Agreement.

**Table 3: Undergraduate**

***South Dakota Student Attending a Minnesota State University***

Minnesota Resident Tuition & Fee Rate

	Fall 2022 Cost Per Credit Hour	
	<u>MN Resident Tuition</u>	<u>SD Student Will Pay</u>
Bemidji State University	\$313.55	\$324.75
Minnesota State University-Mankato	\$326.70	\$364.25
Metro State University	\$285.70	\$310.50
Minnesota State University-Moorhead	\$294.59	\$310.50
Southwest State University	\$305.00	\$321.40
St. Cloud State University	\$341.22	\$360.70
Winona State University	\$277.40	\$310.50

The South Dakota weighted average rate for graduate tuition and fees of \$390.41 is lower than the individual school's graduate rates so South Dakota students will pay the Minnesota institutional rates. Table 4 illustrates what a South Dakota graduate student attending a Minnesota institution would pay under the South Dakota/Minnesota Reciprocity Agreement.

**Table 4: Graduate**

	Fall 2022 Cost Per Credit Hour			<u>SD Student Will Pay</u>
	<u>Tuition</u>	<u>Fees</u>	<u>Total</u>	
Bemidji State University	\$494.95	47.125	\$542.08	\$542.08
Minnesota State University-Mankato	\$490.95	\$45.08	\$536.03	\$536.03
Metro State University	\$491.39	\$46.38	\$537.77	\$537.77
Minnesota State University-Moorhead	\$493.45	\$58.00	\$551.45	\$551.45
Southwest State University	\$486.00	\$53.21	\$539.21	\$539.21
St. Cloud State University	\$497.28	\$54.21	\$551.49	\$551.49
Winona State University	\$462.55	\$47.00	\$509.55	\$509.55

**Minnesota Students Enrolled in South Dakota Professional Programs:**

Minnesota students enrolled in the SDSU Doctor of Pharmacy (Phar.D.) program, the USD Law School, or the Sanford School of Medicine pay the higher of two state rates:

- **Rate 1:** The resident professional cost per credit hour at the institution attended; or
- **Rate 2:** The resident cost per credit hour at a comparable professional school in the student's home state, except that cost per credit hour for

reciprocity students enrolled in professional programs will not exceed 150% of resident cost per credit hour at the institution attended.

**Pharmacy:**

1. The total cost per credit hour for a SDSU resident PharmD student is \$599.90 (*Rate 1*).
2. The Minnesota PharmD total cost per credit hour equals \$1,252.71 (*Rate 2*).
3. 150% of Rate 1 equals \$900.45.
4. The Minnesota rate is the higher of the two but exceeds 150% of Rate 1 at the institution attended. Therefore, \$900.45 is the total cost per credit hour for Minnesota students. Based on 17 credit hours per semester, the tuition and fees assessed will be:

	South Dakota Resident Rate		Proposed Minnesota Rate	
	<u>Cr. Hour Rate</u>	<u>Semester Rate*</u>	<u>Cr. Hour Rate</u>	<u>Semester Rate</u>
FY23 Tuition	\$299.75	\$5,096.00	\$599.90	\$7,803.00
GAF	\$50.85	\$864.45	\$50.85	\$864.45
Pharmacy Program Fee	<u>\$249.70</u>	<u>\$4,245.20</u>	<u>\$249.70</u>	<u>\$4,245.20</u>
Total Tuition & Fees	\$600.30	\$10,205.65	\$900.45	\$12,912.65

**Law School:**

1. The USD Law School resident cost per credit hour is \$556.10 (*Rate 1*).
2. The Minnesota Law School cost per credit hour equals \$1,989.90 (*Rate 2*).
3. 150% of Rate 1 equals \$834.15.
4. Although the Minnesota rate is the higher of the two, the reciprocity rate for professional programs is not to exceed 150% of Rate 1 at the institution attended. Therefore, \$834.15 is the cost per credit hour for Minnesota students. Tuition and fees assessed will be:

	South Dakota Resident Rate		Proposed Minnesota Rate	
	<u>Semester Cost</u>		<u>Cr. Hour Rate</u>	<u>Semester Cost</u>
FY23 Tuition	\$5,868.00		\$669.25	\$10,039.00
GAF	\$829.50		\$55.30	\$829.50
Law School Program Fee	<u>\$1,644.00</u>		<u>\$109.60</u>	<u>\$1,644.00</u>
Total Tuition & Fees	\$8,341.50		\$834.15	\$12,512.50

**School of Medicine:**

1. The Sanford School of Medicine resident cost per credit hour, tuition only is \$773.60 (*Rate 1*).
2. The University of Minnesota Medical School cost per credit hour, tuition only is \$978.95 (*Rate 2*).
3. 150% of Rate 1 equals \$1,160.40.
4. The Minnesota rate is the higher of the two rates. Therefore, \$978.95 (*Rate 2*) is the cost per credit hour or an annual cost, before fees, of \$40,626.00.

	South Dakota Resident Rate	Proposed Minnesota Rate	
	<u>Annual Cost</u>	<u>Cr. Hour Rate</u>	<u>Annual Cost</u>
FY23 Tuition	\$32,105.00	\$978.95	\$40,626.00
GAF	<u>\$2,294.95</u>	<u>\$55.30</u>	<u>\$2,294.95</u>
Total Tuition & Fees	\$34,399.95	\$1,034.25	\$42,920.95

**IMPACT AND RECOMMENDATIONS**

The following table provides a comparison of the FY22 costs and the proposed FY23 costs for tuition and fees for a Minnesota student enrolled in a South Dakota institution.

	Tuition and Fees			
	<u>FY22</u>	<u>Proposed FY23</u>	<u>\$ Increase</u>	<u>% Increase</u>
Undergraduate Cr Hr.	\$345.93	\$359.67	\$13.74	3.98%
Graduate Cr Hr.	\$566.79	\$589.46	\$22.67	4.00%
	<u>FY22</u>	<u>Proposed FY23</u>	<u>\$ Increase</u>	<u>% Increase</u>
Pharmacy – Semester	\$12,802.65	\$12,912.65	\$110.00	0.01%
Law – Semester	\$12,512.50	\$12,512.50	\$0.00	0.00%
Medical - Annual	\$41,405.00	\$42,920.95	\$1,515.95	3.67%

The staff recommends approval of the FY23 Minnesota Reciprocity tuition rates.

**ATTACHMENTS**

None

**SOUTH DAKOTA BOARD OF REGENTS**

**Budget and Finance**  
**Consent**

**AGENDA ITEM: 6 – I**  
**DATE: August 2-4, 2022**

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**SUBJECT**

**Extension Forestry Joint Powers Agreement Addendum – SDSU & SD Department of Agriculture and Natural Resources**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 5:3](#) – Agreements and Contracts

**BACKGROUND / DISCUSSION**

The South Dakota Department of Agriculture and Natural Resources (DANR) has contracted with South Dakota State University (SDSU) for a number of years to establish and continue an Extension Forester position at SDSU within the Cooperative Extension Service. The current Joint Powers Agreement, which was originally approved by the Board at its [August 2020](#) meeting, runs through September 30, 2023. DANR will provide up to \$80,000 to SDSU in year 3 (October 1, 2022 through September 30, 2023), with SDSU providing non-federal matching funds, as provided for in Attachment I.

BOR Policy 5:3 (“Contracts Requiring Board Action...D. Joint powers agreements”) requires Board approval of Joint Powers Agreements (JPA). As such, Board approval of the JPA set forth in Attachment I is necessary.

**IMPACT AND RECOMMENDATION**

The attached work plan will allow SDSU to continue to receive funding from DANR to maintain the Extension Forester position within the Cooperative Extension Service at SDSU under the existing JPA.

Staff recommends approval.

**ATTACHMENTS**

Attachment I – JPA Exhibit A – Work Plan

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**DRAFT MOTION 20220802\_6-I:**

I move to approve the Year 3 Work Plan to the existing Joint Powers Agreement set forth in Attachment I.

EXHIBIT A THE  
JOINT POWERS AGREEMENT  
BETWEEN  
SD DEPARTMENT OF AGRICULTURE AND NATURAL RESOURCES  
RESOURCE CONSERVATION AND FORESTRY DIVISION  
AND  
SOUTH DAKOTA STATE UNIVERSITY

WITNESSETH:

WHEREAS, the South Dakota Department of Agriculture and Natural Resources, Resource Conservation and Forestry Division (DANR) and South Dakota State University (SDSU) entered into the Joint Powers Agreement last dated August 9, 2020 to provide an annual work plan for an extension forestry position; and

WHEREAS, Paragraph 1 of the Agreement provides: “SDDA and SDSU will perform those services attached hereto as Exhibit A and by this reference incorporated herein. The Work Plan will be reviewed and approved annually by the above mentioned parties”; and

WHEREAS, DANR and SDSU have mutually agreed that the annual Work Plan for the extension forestry position assigned to Dr. John Ball is in effect from October 1, 2022 until September 30, 2023; and

WHEREAS, DANR and SDSU have mutually agreed that this Work Plan supersedes any previous work plans or addendums to the JPA between DANR and SDSU; and

WHEREAS, DANR and SDSU have mutually agreed that the annual Work Plan addresses the financial assistance that will be provided by DANR in support of the extension forestry efforts provided by SDSU within the parameters listed below.

NOW THEREFORE IT IS MUTUALLY AGREED AS FOLLOWS:

1. **Financial Assistance to be Provided By DANR**

- a. DANR agrees to provide an amount not to exceed \$80,000 in federal funds to SDSU.
- b. DANR will make payments only on a reimbursement basis.
- c. DANR will make quarterly reimbursements upon receipt of an appropriate reimbursement claim with supporting documentation.

2. **Match Requirements for SDSU**

- a. SDSU must match all funds provided by DANR. Each dollar provided by DANR must be matched by non-federal funds or qualifying in-kind expenses incurred by SDSU.
- b. SDSU must provide adequate documentation of the required match before payment is made.
- c. SDSU may charge an administrative fee or indirect charge equal to the indirect rate allowed by the United States Forest Service for federal grants provided to DANR.

This rate is negotiated by DANR each year with the United States Forest Service. For this work plan, **the indirect rate is 15.4 percent**. The difference between the University's administrative fee and the allowed indirect rate for DANR may be used as in-kind match.

- d. SDSU must provide quarterly progress and accomplishment reports before reimbursement claims will be paid.
  - e. SDSU must submit final reimbursement claims by no later than October 31, 2023.
3. **Work Plan for the Extension Forester Position** – based on 50% of Dr. Ball's work year (130 workdays).
- a. **General Forest Health Assistance to DANR** (*Anticipated workload – 20 workdays*)
    - i. Provide advice and assistance to the Forest Health (FH) Administrator and the State Forester about insect and disease issues within the state.
    - ii. Monitor potential and existing insects and diseases that may affect trees in South Dakota.
    - iii. Assist in the planning and development of forest insect and disease suppression efforts as directed by the State Forester.
    - iv. Conduct appropriate reviews of applicable research that will enable DANR to attack infestations in the most effective manner.
  - b. **Western Bark Beetle (WBB) on Private Lands** (*Anticipated workload – 5 workdays*)
    - i. Conduct workshops and public forums on WBB at the request of DANR
    - ii. Assess the extent and severity of WBB outbreaks
    - iii. Attend and participate in public forums, hearings, and other events as a Forest Health Specialist for DANR as directed by the State Forester.
  - c. **Custer State Park (CSP) WBB Monitoring** (*Anticipated Workload – 5 workdays*)
    - i. Assist DANR to conduct monitoring of beetle activity in CSP and prepare a written report of findings to be submitted to the State Forester and CSP (*Workload – Schedule 2 trips to CSP*)
    - ii. Each field trip should be scheduled with the FH Administrator and SDSU at least 2 weeks in advance.
  - d. **Emerald Ash Borer Project (EAB)** (*Anticipated Workload – 20 workdays*)
    - i. Assist DANR to maintain the state readiness plan to slow the spread of any EAB infestations within the state.
    - ii. Assist DANR to plan one EAB readiness field exercise in a community with an EAB readiness plan.
    - iii. Assist DANR to implement the EAB readiness plans as necessary.
    - iv. Conduct workshops and public forums on EAB at the request of DANR.
    - v. Assess the extent and severity of EAB infestations.
    - vi. Attend and participate in public forums, hearings, and other events as a Forest Health Specialist for DANR as directed by the State Forester.
  - e. **Urban Forestry Volunteer Coordinator for DANR** (*Anticipated Workload – 5 workdays*)
    - i. Continue to conduct a statistically valid urban tree inventory system for the entire state using volunteers from the local communities.
    - ii. Assist division personnel to conduct regional tree care workshops.



- f. **Training Sessions, Workshops, and Conferences** (*Anticipated Workload – 15 workdays*)
    - i. Assist DANR to plan and conduct forest health training sessions for DANR personnel and others as directed by the State Forester.
    - ii. Assist DANR to plan and conduct training sessions on forest management, agro-forestry, and other topics as directed by the State Forester.
    - iii. Workshops may be live and/or recorded and posted on the internet.
  - g. **Insect and Disease Identification and Diagnostic Services** (*Anticipated Workload – 15 workdays*)
    - i. Review Insect & Disease reports, e-samples, and samples submitted by DANR personnel or staff and follow-up with a written report on each submitted sample (*Anticipated Workload – 36 samples*). Copies of the written report should be provided to the Forest Health Administrator.
    - ii. Provide lab diagnostics when needed to identify a sample (*Anticipated Workload – 20 samples*).
    - iii. Conduct an on-site field investigation when identification cannot be made from a sample (*Anticipate Workload – 20 field investigations*). All field visits will be approved and scheduled through the Forest Health Administrator.
  - h. **Publish Pest Alerts, Pest Bulletins, and communications using other forms of media** (*Anticipated Workload – 35 workdays*)
    - i. Publish pest updates weekly throughout the growing season and at least bi-weekly throughout the rest of the year (*Anticipated Workload – 21 updates – 10 workdays*).
    - ii. Review existing pest bulletins and update 12 per year that are older than 5 years (*Anticipated Workload 12 bulletins – 10 workdays*).
    - iii. Develop new pest bulletins on common tree and shrub pests that can be used by the general public and other natural resource professionals (*Anticipated Workload – 10 workdays*).
    - iv. Review any pest bulletins prepared by DANR personnel (*Anticipated Workload – 5 workdays*).
4. **Reporting Requirements** (*Anticipated Workload – 10 workdays*)
- a. Prepare and submit a detailed monthly report to the State Forester and FH Administrator on all activities covered by this work plan. The report will consist of a short narrative and a completed spreadsheet report provided by the FH Administrator.
  - b. Prepare and submit annual federal reports to the State Forester and the Forest Health Supervisor as requested. DANR will submit all federal reports to the US Department of Agriculture, Forest Service (USFS).
  - c. Provide an updated weekly schedule (each Friday) via email to the FH Administrator and the State Forester.
  - d. Participate in weekly staff conference calls, division meetings, tours, official program reviews, and other meetings as directed by the State Forester.

5. **Recognition**

SDSU agrees to provide recognition of the contribution DANR and USFS has made to the extension forester position within SDSU by acknowledging all work accomplished through this work plan. SDSU must acknowledge DANR and USFS support in all published media including written, video, audio, electronic or other media developed as a result of this award. Work performed by SDSU outside of the work plan is not to be attributed to DANR without prior authorization.

6. **Signatures**

The parties signify their agreement to this work plan by the signatures affixed below.

IN WITNESS WHEREOF, the parties signify their agreement effective the date first written by the signatures affixed below.

SDSU

STATE OF SOUTH DAKOTA

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Print/ Signature)

\_\_\_\_\_  
Hunter Roberts  
Secretary  
South Dakota Department of  
Agriculture and Natural Resources

\_\_\_\_\_  
(title)

**SOUTH DAKOTA BOARD OF REGENTS**

**Informational Items**  
**Consent**

**AGENDA ITEM: 6 – J**  
**DATE: August 2-4, 2022**

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**SUBJECT**

**Interim Actions of the Executive Director**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 1:5](#) – Executive Director

[BOR Policy 2:23](#) – Program and Curriculum Approval

[BOR Policy 5:4](#) – Purchasing

[BOR Policy 6:6](#) – Maintenance and Repair

**BACKGROUND / DISCUSSION**

Per BOR Policy, the Executive Director is granted authority to act on and/or authorize approval of various requests on behalf of the Board. In instances where these actions occur, the Executive Director shall provide to the Board a summary of these requests and approvals at each regularly scheduled Board meeting.

A portion of the interim actions of the Executive Director often include authorizing maintenance and repair projects submitted by the campuses whose costs range between \$50,000 and \$250,000 using institutional funds, donations, or funds not previously approved by the Board. Other finance-related action may also be the purchase of assets between \$250,000 and \$500,000 as well as any emergency approval of maintenance and repair projects.

**IMPACT AND RECOMMENDATION**

The list provided in Attachment I summarizes the interim actions taken by the Executive Director, or his designee.

**ATTACHMENTS**

Attachment I – Interim Actions of the Executive Director

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**INFORMATIONAL ITEM**

## INTERIM ACTIONS

### Maintenance and Repair Projects

(\$50,000 - \$250,000)

#### Dakota State University

**Fieldhouse – Emergency Storm Damage Re-Roof:** DSU requests emergency approval to realign \$275,000 of FY22 General Funds to replace the EPDM roof that was damaged due to the Derecho and Memorial Day storms in Madison. DSU looks to replace the entire roof as the current roof is 17 years old. It will get DSU a new warranty on the roof, plus a better cost per sqft.

#### South Dakota State University

**SDSP 21048 – Water Softener Replacement:** SDSU requests approval to use \$58,448.85 of local funds to replace four existing cracked water softeners with new water softeners. Work will be completed using SDSU's standing mechanical contractor. SDSU requests delegation of this project.

### Capital Asset Purchase

(greater than \$250,000)

#### South Dakota State University

**Octet R8:** Using a combination of NSF grant, AES, Discipline Fee, and Indirect funds, SDSU requests the authority to purchase the Octet R8 system for an estimated cost of \$281,361.41. The system detects molecular interaction among a diverse range of biomolecules from small molecules to proteins to mammalian cells. The system utilizes Bio-Layer Interferometry (BLI) technology, offering an advanced fluidics-free approach with a wide variety of off-the-shelf Dip and Read biosensors for rapid binding kinetics and quantitation analysis. The Octet R8 will be housed in a multiuser facility and can be accessed by multiple laboratories to support their Biomolecular Research and Education. 70% of this purchase is funded by the NSF MRI program.

### Course Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent course modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Curriculum Requests webpage at the following link:

[https://www.sdbor.edu/administrative-offices/academics/aac/Institutional\\_Curriculum\\_Requests/Pages/default.aspx](https://www.sdbor.edu/administrative-offices/academics/aac/Institutional_Curriculum_Requests/Pages/default.aspx)

### Substantive Program Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent substantive program modifications approved by the System Vice President for

Academic Affairs can be found on the Institutional Substantive Program Modification Requests webpage at the following link:

[https://www.sdbor.edu/administrative-offices/academics/aac/Sub\\_Program\\_Mod\\_Requests/Pages/default.aspx](https://www.sdbor.edu/administrative-offices/academics/aac/Sub_Program_Mod_Requests/Pages/default.aspx)

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**Reduced Tuition Externally Sponsored Courses**

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All requests for reduced tuition externally sponsored courses approved by the System Vice President for Academic Affairs can be found on the Special Tuition Rates Requests webpage at the following link:

[https://www.sdbor.edu/administrative-offices/academics/aac/Special\\_Tuition\\_Rate\\_Requests/Pages/default.aspx](https://www.sdbor.edu/administrative-offices/academics/aac/Special_Tuition_Rate_Requests/Pages/default.aspx)

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**

**AGENDA ITEM: 7 – A**

**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**Proposed BOR Policy 2:XX – Accreditation (First Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 1:1](#) – General Authority, Powers, and Purpose of the Board

**BACKGROUND / DISCUSSION**

Institutional accreditation is required to ensure a university is eligible to receive federal funding and award federal financial aid to its students. It is also a hallmark of academic and institutional quality, integrity, and financial responsibility. Similarly, program accreditation assures stakeholders of the quality and rigor of an academic program, and graduation from an accredited program is required for licensure by some licensing boards.

Each SDBOR university is responsible for maintaining its own institutional accreditation and may seek program accreditation with approval from the Board of Regents. As the governing board for all six universities, the Board of Regents has a role and responsibility in accreditation efforts and a responsibility to oversee the activities of the universities. Currently, there is no policy that explicitly outlines the roles and responsibilities of the Board or the universities pertaining to accreditation.

At the February 2022 AAC meeting, System Vice President for Academic Affairs, Dr. Janice Minder, tasked Dr. Rebecca Hoey and the Accreditation Liaison Officers (ALOs) with drafting a new policy on institutional and program accreditation. The group reviewed policies from all SHEEO agencies and identified accreditation policies in the Alaska, Florida, Idaho, Iowa, Maine, Minnesota, Mississippi, Montana, North Dakota and Wisconsin systems. The policies were studied for commonalities and for policy language particularly appropriate to the South Dakota Board of Regents. From that research, the group drafted a proposed policy governing accreditation for the SDBOR (Attachment I).

Accreditation Liaison Officers:

BHSU – Dr. Pam Cariveau

DSU – Dr. Jeanette McGreevy

(Continued)

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**DRAFT MOTION 20220802\_7-A:**

I move to approve the first reading of the new proposed BOR Policy on accreditation, as presented.

NSU – Dr. Erin Fouberg  
SDSMT – Dr. Darcy Briggs  
SDSU – Dr. Teresa Seefeldt  
USD – Dr. Lisa Bonneau

### **IMPACT AND RECOMMENDATION**

The accreditation officers provided their recommendation and proposed draft policy to the Academic Affairs Council. The Academic Affairs Council (AAC) has reviewed and provided support for the attached policy. This policy outlines governance by the Board of Regents and documents the required reporting on accreditation to the BOR academic staff.

The timeline for this policy will be as follows:

- First Reading – August 2022 BOR Meeting
- Second and Final Reading – October 2022 BOR Meeting

Board academic staff recommends approval.

### **ATTACHMENTS**

Attachment I – BOR Policy 2.XX Accreditation (Draft)



# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Accreditation

**NUMBER:** 2:XX

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### A. PURPOSE

To establish accreditation responsibilities for the Board of Regents and Regental Institutions. Accreditors establish and measure stringent criteria on academic quality, institutional effectiveness, and responsible conduct. An institution's accreditation status informs stakeholders of the legitimacy of higher education institutions and programs. The federal government requires that higher education institutions be accredited to be eligible for federal funding and to provide students with federal financial aid.

### B. DEFINITIONS

1. **Academic Program:** Undergraduate (associate or bachelor) and graduate/professional (master, specialist, doctorate) degrees approved and offered at each of the Regental institutions.
2. **Accredited Institution:** Holding accreditation from one of the following institutional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education (MSCHE), New England Association of Schools and Colleges (NEASC), Higher Learning Commission (HLC), Northwest Accreditation Commission (NWAC), Southern Association of Colleges and Schools (NACS), WASC Senior College and University Commission (WSCUC).
3. **Program Accreditation:** Holding accreditation from a specialized accrediting organization for a specific academic program that leads to a profession.

### C. POLICY STATEMENTS

1. Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University and University of South Dakota will each, based on its own merits and the quality of its programs, retain individual institutional accreditation.
2. An institution may, with approval from the Board of Regents, seek program accreditation for an academic program. (BOR Policy 1:10)
3. Program accreditation may be necessary when the program prepares students for licensure, where the licensing agency requires applicants graduate from a program with specific program accreditation.

4. Program accreditation is voluntary, though strongly encouraged, when it is appropriate, aligned with the mission of the university, and lends credibility to the program, university, and graduates.
5. As the governing body, pursuant to South Dakota Codified Law (SDCL) § 13-49 through § 13-53, the Board of Regents will comply with the requirements for governing boards set forth by the universities' institutional accreditor.

#### **D. ACCREDITATION PROCEDURES AND REPORTING**

1. The Board of Regents and the Executive Director or designee will participate in accreditation visits as directed by the accreditation organization or requested by the institution.
2. The institution will report the status of institutional and programmatic accreditation by August 1 annually to the Board Academic Affairs office. The report should identify the following for institutional and each programmatic accreditation:
  - 2.1. Name of accreditation agency
  - 2.2. For each programmatic accreditation agency, the program CIP codes
  - 2.3. Frequency of accreditation
  - 2.4. Year of last accreditation decision
  - 2.5. Status of accreditation (i.e., initial, continuing, probation)
  - 2.6. Next scheduled accreditation visit
3. The Board Academic Affairs office will compile an Accreditation Status Report to be provided to the Board of Regents at their October meeting.
4. Institutions will provide to the Board of Regents a copy of the accreditation status letter received from its institutional accreditor following a reaccreditation cycle.
5. Institutions will provide to the Board of Regents a copy of any accreditation status letter or notification of accreditation status pertaining to programmatic accreditation with the submission of its comprehensive program review report.

#### **FORMS / APPENDICES:**

None

#### **SOURCE:**

BOR October 2022.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**

**AGENDA ITEM: 7 – B**  
**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**New BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4 – Seamless Transfer of Credit  
(Second Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:5](#) – Transfer of Credit  
[BOR Policy 2:7](#) – Baccalaureate General Education Curriculum  
[BOR Policy 2:25](#) – Articulation of General Education Courses/No MOU  
[BOR Policy 2:26](#) – Associate Degree General Education  
[BOR Policy 2:27](#) – Program to Program Articulation Agreements  
[BOR Policy 2:31](#) – Articulation of General Education Courses/MOU  
[SDBOR Strategic Plan](#)

**BACKGROUND / DISCUSSION**

The Board of Regents (BOR) developed and approved a new [Strategic Plan](#) for 2022-2027 which focused on five strategic goals. The second goal was defined as:

Access and Affordability: The Regental system is the largest public post-secondary education system in South Dakota. This system offers both undergraduate and graduate education. Access to affordable education is the cornerstones to ensuring South Dakotans attend a public post-secondary institution.

Within this goal (Access and Affordability), there were several enrollment management strategies identified. One objective centered around seamless transfer. The objective and action items regarding transfer include:

Objective:

Increase transfer enrollment by 5% through improved access to bachelor's degree programs for students with earned credits from technical and community colleges.

(Continued)

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**DRAFT MOTION 20220802\_7-B:**

I move to approve the second and final reading of the proposed revisions to BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4, as presented.

Actions:

1. Revise transfer policies and guidelines to be more student-centered.
2. Evaluate outcomes each year and reassess the policies and guidelines. Make changes as necessary to facilitate objectives.
3. Identify strategic partnership opportunities with the Board of Technical Education to improve traditional transfer and reverse transfer in South Dakota.

To implement this objective and action items, the Academic Affairs Council (AAC) over the last several months has been evaluating the transfer policies. To assist in this effort, a subcommittee was created. That subcommittee attempted to represent team members from each of the campuses in the following functional departments: registrar, BOR enrollment services center, academic affairs, and assessment. The work of that subcommittee has also been forwarded while in development to AAC, the Council of Presidents and Superintendents (COPS), and to functional campus departments such as financial aid and academic records. The team wanted to increase awareness of the progress on these policies and overall, on identifying campus and department needs during the evaluation.

The outcome of this team review is as follows:

- Transfer policy is complex; it required the team to review processes/practices in the Student Information System (Banner), review the process of transcript collection/review at the university, review the process of course syllabi at the university, and a review external universities and systems to identify trends, best practices.
- It was found that the Regents would not need a policy reflecting the memorandum of understanding or the lack thereof in BOR Policy 2:31 and BOR Policy 2:25. It was also found that there was not a need to have a policy on articulation agreements as found in BOR Policy 2:27.
- It was noted that the policy should reflect accreditation standards allowing a more succinct policy given the national and regional accreditation guidelines, policies, and functional review needs.
- It was agreed that new seamless student-centered transfer policies would strive to meet the goal of the Board of Regents Strategic Plan at it relates to transfer.
- It was noted that common definitions would be critical to facilitate policy and practice.
- There was a need identified to draft guidelines and student information system reference tools to better align with new proposed policy.
- Stakeholders recommended an overarching parent BOR Policy with sub-policies incorporating details specific to stakeholder needs to mitigate confusion of the students or applicants looking to transfer to the Regental system.

With these outcomes, the Board of Regents will find the first proposed new draft policies.

1. BOR Policy 2:5 Seamless Transfer of Credit [Parent Policy]
  - Aligned the structure of the policy to include the current formatting.
  - Addition of the definitional section.

- Addition of the Policy Statements.
  - Section on Waivers.
  - Appeal Procedure.
2. BOR Policy 2:5:1 South Dakota Regental System Transfer of Credit [Sub-Policy]
    - Aligned the structure of the policy to include the current formatting.
    - This policy reflects *only Regental system* credit hours earned and transcribed.
  3. BOR Policy 2:5:2 External (Non-Regental System) Accredited University/College Transfer of Credit [Sub-Policy]
    - Aligned the structure of the policy to include the current formatting.
    - This policy only reflects external (outside the Regental system) courses by *accredited* colleges and universities.
  4. BOR Policy 2:5:3 External (Non-Regental System) Non-Accredited Institution and International Transfer of Credit [Sub-Policy]
    - Aligned the structure of the policy to include the current formatting.
    - This policy only reflects external (outside the Regental system) courses by *non-accredited* and *international* colleges and universities.
  5. BOR Policy 2:5:4 Prior Learning and Validated Transfer of Credit [Sub-Policy]
    - Aligned the structure of the policy to include the current formatting.
    - This policy only reflects courses or hours through a prior learning experience such as a Test, or Military experience.

## IMPACT AND RECOMMENDATION

These policies have had many stakeholders review and consider changes both philosophically and operationally. Because these policies and the practices associated required additional dialogue beyond the first reading at the June BOR meeting, Dr. Minder continued to route them to additional stakeholders to have more discussion on the operationalizing of these policies. The goal will be to incorporate AAC guidelines where needed and Student Information System reference guides for those stakeholders managing transfer.

This is the second reading of the proposed new draft of this policy with an anticipated effective term of Fall 2022. A few minor revisions have been made since the first reading at the June 2022 BOR meeting and are highlighted **yellow** within Attachments I – V.

The timeline associated with this policy is as follows:

- First Reading – June 2022 BOR Meeting
- Additional Stakeholder Meetings – July 2022
- AAC Guidelines/Student Information System Reference Guides – August 2022 (In-Progress)

New BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4

August 2-4, 2022

Page 4 of 4

- Second and Final Reading – August 2022 BOR Meeting

BOR academic staff supports the recommendation of approving BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4.

#### **ATTACHMENTS**

Attachment I – New Proposed BOR Policy 2:5

Attachment II – New Proposed BOR Policy 2:5:1

Attachment III – New Proposed BOR Policy 2:5:2

Attachment IV – New Proposed BOR Policy 2:5:3

Attachment V – New Proposed BOR Policy 2:5:4



# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Seamless Transfer of Credit

**NUMBER:** 2:5

---

### **A. PURPOSE**

This policy outlines flexible pathways for students to transfer among institutions within and from outside the Regental system to enable their opportunities for success.

### **B. DEFINITIONS**

1. **Accredited Institution:** Holding accreditation from one of the following institutional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education (**MSCHE**), New England Association of Schools and Colleges (**NEASC**), Higher Learning Commission (**HLC**), Northwest Accreditation Commission (NWAC), Southern Association of Colleges and Schools (**SACSCOC**), WASC Senior College and University Commission (WSCUC).
2. **Articulation Agreement:** An agreement between two or among multiple institutions allowing for transfer of credit, either as course-by-course and/or as a block of credits.
3. **Associate College:** Institution at which the highest degree awarded is an associates degree.
4. **Block Credit:** A block of credits derived from a cluster of courses referenced in an articulation agreement between participating institutions.
5. **Common Catalog:** The catalog of courses **is a shared** catalog by all Regental institutions allowing students to use coursework completed to fulfill **their program** degree requirements **regardless of the home institution.**
6. **Common Course Numbering:** The system-shared numbering of equivalent courses among Regental institutions that facilitates the common course catalog.
7. **Course Evaluation:** A review completed by the appropriate registrar or designated official to compare descriptions, content, and level of course completed from an accredited or non-accredited institution.
8. **General Education:** Curriculum defined to develop learners' general knowledge, literacy, skills, and competencies which equip students for success with advanced curriculum, program and major completion, and career competencies.
9. **In-State:** Any public or private college or university physically located in South Dakota.
10. **Out-of-State:** A college or university not physically located in South Dakota.
11. **Prior Learning Assessments (PLA):** A process to evaluate learner competencies acquired by a student through formal and non-formal learning experiences that occurred outside of

the college classroom. (e.g., External Exam [CLEP, AP, IB, etc.], American Council on Education [ACE], Council on Adult and Experiential Learning [CAEL], etc.).

- 12. Program-to-Program Transfer:** Process whereby an entire curriculum or program of study is accepted between colleges and universities.
- 13. Receiving Institution:** The Regental university to which the student is transferring.
- 14. Regental Internal Transfer:** Process where an undergraduate course is used to meet a plan of study requirement at any Regental universities or when graduate credit is used on a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program (refer to BOR Policy 2:8.).
- 15. Regental University:** Defined as one of the six (6) public universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and the University of South Dakota.
- 16. Reverse Transfer:** Transfer credit exchange between a receiving institution to the sending institution to retroactively complete the academic credentials for a degree. The post-transfer recognition of college credits by the sending institution from credit earned at the receiving institution.
- 17. SD Technical College:** Colleges affiliated with the South Dakota Board of Technical Education: Lake Area Technical College, Mitchell Technical College, Southeast Technical College, and Western Dakota Technical College.
- 18. Sending Institution:** The institution from which a student is transferring.
- 19. Transfer Student:** A designation given to a degree-seeking student who transfers credit from a sending institution to a receiving institution.
- 20. WICHE (Western Interstate Commission for Higher Education):** A higher educational compact for which the Board of Regents is a member.
- 21. WICHE Interstate Passport:** A national program that enables seamless block transfer of lower-division general education credits to fulfill general education requirements at a participating member institution in the WICHE compact. attainment.

## **C. POLICY STATEMENTS**

### **1. Governance:**

- 1.1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
- 1.2. The Regental university must gain approval of for any articulation agreement from by the Board of Regents.
- 1.3. The Board of Regents governs the common course numbering and the common course catalog in their enterprise resource planning (ERP) system.



- 1.4. All courses are subject to all Board of Regents policies and any conditions for validation that are prescribed by the receiving institution.
- 1.5. The Regental system general education requirements shall be managed by the Academic Affairs Council with consultation ~~with the~~ from the System General Education Committee with the general education faculty council.

## 2. Quality:

- 2.1. The goal of transfer credit decisions, regardless of whether the credits were completed at an accredited institution, is to ensure that all degree-seeking students have met the same (or appropriately similar) curricular requirements upon graduation.
- 2.2. When evaluating transfer requests, reviewers should consider whether the accreditation of a sending institution is from a recognized accrediting organization.
- ~~2.3. The legitimacy and quality of the sending institution shall be considered when evaluating transfer requests and applied to policy 2:5.1 through 2:5.4.~~
- ~~2.4. Receiving institutional programmatic accreditation shall be evaluated when assessing transfer of credit.~~
- ~~2.5. Total transfer credit completed at an associate college shall not exceed one half of the hours required for completion of the baccalaureate degree at the receiving institution. (Moved to Section D).~~
- ~~2.6. Transfer grades are calculated into the GPA; Grading schemes inconsistent with the Regental system grading scheme will be converted to the Regental equivalent. Moved to Section 3.~~
- ~~2.7. Credit is only applied once per course per degree on a semester credit system; any course taken multiple times will be treated according to the Regental system repeat policy. Moved to Section 3.~~

## 3. Applicability:

- 3.1 Regental institutions shall award credit ~~is awarded~~ when the academic program, level of study, and course content are similar in nature and applicable to the academic program of the receiving institution.
- 3.2 Transfer grades are calculated into the GPA; Grading schemes inconsistent with the Regental system grading scheme will be converted to the Regental equivalent.
- 3.3. Credit is only applied once per course per degree on a semester credit system; any course taken multiple times will be treated according to the Regental system repeat policy.

#### 4. Student-Centered:

Credit prior coursework is evaluated for transfer based on the following policies. The policies are established to meet specific student needs. ~~Students shall have the following options by which they can transfer within the Regental system or into the Regental system from an external institution.~~

- BOR Policy 2:5:1 Internal (within the Regental system) Transfer ~~of Credit~~
- BOR Policy 2:5:2 External (Non-Regental) Accredited Institution Transfer ~~of Credit~~
- BOR Policy 2:5:3 External (Non-Regental) Non-Accredited and International Transfer ~~of Credit~~
- BOR Policy 2:5:4 Prior Learning ~~and Validated~~ Transfer ~~of Credit~~

#### D. PROGRAM SPECIFIC TRANSFER OF CREDIT WAIVERS

There may be a need to request waivers due to an articulation agreement or individual student transfer needs due to graduation requirements. Student graduation requirements shall be covered by BOR Policy 2:29.

1. No waivers are needed for students that transfer under BOR Policy 2:5.1 (Internal Regental Transfer) unless BOR Policy 2:29 requires additional waivers for graduation requirements.
2. Total transfer credit completed at an associate college shall not exceed one-half of the hours required for completion of the baccalaureate degree at the receiving institution. Waivers can be requested for the program and must be approved by the system vice president for academic affairs.
3. The System Vice President for Academic Affairs may approve program-specific ~~agreement~~ waivers of up to seventy-five (75) total transfer credit hours at the receiving institution.
4. Formal Board of Regents approval (~~for program agreements~~) is required for a transfer of credit for:
  - 3.1. Baccalaureate program-specific waivers of seventy-six (76) total transfer credit hours up to a maximum of ninety (90) total transfer credit hours at the receiving institution.
  - 3.2. Graduate accelerated program-specific waivers of thirteen (13) total transfer credit hours up to a maximum of twenty-five (25) total transfer credit hours at the receiving institution.

#### E. APPEAL PROCESS

1. Transfer students who do not qualify for transfer of credit may appeal through the appropriate institutional appeal procedures. Institutions ~~should~~ **shall** publish appeal procedures in the catalog or another official institution publication.
2. The appeal procedures will be posted in the AAC Guidelines for transparency of the receiving institution process.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR August 2022.

DRAFT

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** South Dakota Regental System Transfer of Credit

**NUMBER:** 2:5:1

---

### **A. PURPOSE**

The Board of Regents governing the six public universities **has** established a common course catalog and common transcript to ensure **that** a Regental student can seamlessly transfer **internally** within the Regental system. **All Regental Student** coursework, credit hours and grades are recorded on the student's transcript.

### **B. DEFINITIONS**

See BOR Policy 2:5.

### **C. TRANSFER OF CREDIT (within the Regental System)**

#### **1. General Education Transfer and Common Course Transfer**

- 1.1 Students who complete the System General Education Requirements (BOR Policy 2:7) at any Regental institution will have fulfilled the System General Education Requirements for their degree program. The completion of the requirements will internally transfer with the courses, credit hours and grades assigned regardless of the course distributions or approved course lists.
- 1.2 **Students who complete system common courses will internally transfer with the courses, credit hours and grades assigned regardless of the Regental institution.**
- 1.3 A student who has not completed all System General Education requirements at the sending institution will be required to complete additional coursework consistent with the course requirements at the receiving South Dakota Regental institution.
- 1.4 All prerequisites for associate and baccalaureate programs must be completed as determined by the student's degree plan.

#### **2. Major Specific, Validated, and Elective Transfer**

- 2.1 Students completing an internal transfer within the Regental system can request that program **/major** related, validated credits, and elective credits be **transferred applied** toward the degree/**graduation** requirements **(see BOR Policy 2:29 for graduation requirements).**

2.2 Credits earned through Pass/Fail grading options, credit-by-examinations, portfolio reviews, and other validated credit awards that may be known by other names at institutions will transfer as equivalent courses when available at the receiving institution.

~~2.3 Institutions will complete a course evaluation and if approved, the course, credit hours and grade will be equated in the student information system.~~

2.4 Students needing information on minor and dual majors requirements shall review BOR Policy 2:23 (for transfer purposes).

### **FORMS / APPENDICES:**

None

### **SOURCE:**

BOR August 2022.

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** External (Non-Regental System) Accredited University/College Transfer of Credit

**NUMBER:** 2:5:2

---

### A. PURPOSE

The Board of Regents governing the six public universities ~~has shall-established~~ a policy on the transfer of credits from ~~accredited~~ ~~externally aeereditd~~ universities and colleges. ~~This policy shall only include those sending institutions that are accredited institutions.~~ Students will be required to complete all requirements as outlined in the academic catalog.

### B. DEFINITIONS

See BOR Policy 2:5.

### C. UNDERGRADUATE GENERAL EDUCATION TRANSFER

#### 1. Independent General Education/Common Course Transfer of Credit

- 1.1. All individual general education courses ~~requests for transfer~~ will have a course evaluation.
- 1.2. Approved equivalent courses and grades are recorded on the transcript; ~~once the course is recorded, the equivalency will not change.~~
- 1.3. ~~In any subsequent evaluations, equivalencies for system common courses and system general education courses may change.~~

#### 2. Block General Education Transfer of Credit

- 2.1. A student who has completed general education requirements that are consistent with the six (6) goals and credit hour requirements outlined in [BOR Policy 2:7](#) will enter the Regental system having fulfilled the General Education program requirements.
- 2.2. A student who has completed the WICHE (Western Interstate Commission for Higher Education) Interstate Passport, or other approved general education agreement requirements ~~as outlined in AAC Guidelines~~ will have successfully fulfilled the General Education ~~program~~ Requirements.
- 2.3. ~~A student who has completed bachelor's degree at an accredited institution will have successfully completed the General Education Requirements.~~
- 2.4. ~~Degree and graduation requirements to meet one of the System General Education Requirements (SGR)s may stipulate that students' complete credits/courses toward the degree program. Any such requirement will be outlined in the program articulation agreement.~~



- 2.5. Approved ~~equivalent- transfer~~ courses, number and name as well as grades are recorded on the transcript. ~~and~~ Credit will be identified in the student information system that general education has been satisfied and transcribed.

3. Program Major Specific, Elective Transfer UNDERGRADUATE PROGRAM MAJOR SPECIFIC AND ELECTIVE TRANSFER OF CREDIT

3.1. Independent Major, Common or Elective Courses

3.1.1. The university-specific degree or plan of study requirements determine if the requested courses are applicable to the student's degree program at that university and if they meet the minimum grade criteria required by the program.

3.1.2. University discretion is permitted in acceptance of courses.

3.1.3. Approved transfer courses will be entered into the student information system, the equivalency will not change once approved.

~~3.1.4. During any subsequent evaluation, equivalencies for system common courses and system general education courses may not be changed. Changes may occur in unique major or elective course requests. The institution must communicate to the student the changes and support for changes.~~

3.1.5. Remedial courses (as identified on the sending institution's transcript) received in transfer are recorded, transcribed, and assigned an equivalency. Credits Remedial courses transferred will not be applied toward a student's graduation requirements.

3.1.6. Approved courses, grades and credit hours are recorded on the transcript.

3.2. Major Specific Block Transfer of Credit by Articulation Agreements

3.2.1 Universities may enter into an articulation agreement including transfer of a cluster of courses for block credit toward the student's degree program with the approval of the Executive Director, or designee, and the Board of Regents.

3.2.2 Following a course evaluation ensuring the agreement was adhered, credits will be transferred as a block and a grade of CR applied.

3.2.3 All approved equivalent courses and credit hours are recorded as a block on the transcript; the grade earned at the sending institution is not recorded or calculated into the grade point averages.

3.2.4 Students and the receiving university may utilize a course-by-course equivalency upon request instead of the block credit (see Sections D.1 and D C.3.1).

3.3 Program-to-Program Transfer by Articulation Agreements

3.3.1 Universities may enter into a program-to-program articulation agreement with the approval of the Executive Director, or designee, and the Board of Regents.

3.3.2 A program-to-program agreement may provide for proactive/guaranteed admission to the receiving institution upon a student completing the requirements at the sending institution. (i.e., Associates to Bachelors [A2B])

where the first two years are completed at a non-baccalaureate institution [AS degree] toward the receiving institution's baccalaureate degree).

3.3.3 A program-to-program agreement will define the requirements of the program, major emphasis, credit hours received and a pathway to degree attainment.

3.3.4 Approved **equivalent transfer** courses, grades and credit hours are recorded on the transcript.

#### 4. Reverse Transfer

4.1. Universities may enter into an articulation agreement **for reverse transfer** with the approval of the ~~Executive Director, or designee, and~~ the Board of Regents.

4.2. ~~This is utilized~~ **Reverse transfer is utilized** primarily for attainment of ~~an associate~~ degrees through credits earned at the receiving institution and degree awarded by the sending institution. This reverse transfer can be utilized for any academic credential as defined by the agreement.

### **D. GRADUATE PROGRAM MAJOR SPECIFIC AND ELECTIVE TRANSFER OF CREDIT**

1. The receiving university-specific plan of study requirements determines if the course requests are applicable to the student's degree program.
2. Transfer credits will have a course evaluation completed by the receiving institution.
3. After the course evaluation is completed, courses will be recorded as either specific major course equivalencies or courses may be recorded as electives, and equivalencies granted.
4. Approved grades and credit hours will be recorded on the transcript.

### **FORMS / APPENDICES:**

None

### **SOURCE:**

BOR August 2022.



# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** External (Non-Regental System) Non-Accredited University/College and International Transfer of Credit

**NUMBER:** 2:5:3

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### **A. PURPOSE**

The Board of Regents governing the six public universities ~~shall has~~ established a policy on the transfer of credits from ~~externally~~ non-accredited ~~external~~ universities and colleges and ~~international transfer~~. This policy shall only include those sending institutions that are non-accredited institutions or international institutions.

### **B. DEFINITIONS**

See BOR Policy 2:5.

### **C. Undergraduate/Graduate Transfer of Credit**

#### **1. Independent General Education Transfer of Credit**

- 1.1. University discretion is permitted in acceptance of general education courses.
- 1.2. Courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the receiving institution.
- 1.3. All individual general education courses requests for transfer will have a course evaluation. Approved equivalent courses and grades are recorded on the transcript; once the course is recorded, the equivalency will not change.
- 1.4. In any subsequent evaluations, equivalencies for system common courses and system general education courses will not be changed.
- 1.5. Approved equivalent courses, grades and credit hours are recorded on the transcripts.

#### **2. Major Specific, Validated Credit and Elective Transfer of Credit**

- 2.1. The receiving university discretion is permitted in acceptance of courses. All degree requirements determine course transfers.
- 2.2. Major specific and elective courses considered for transfer are subject to all ~~BOR Board of Regents~~ policies and any conditions for course evaluation and validation that may be prescribed by the receiving institution.
- 2.3. Approved transfer courses will be entered into the student information system, the equivalency will not change once approved.

- 2.4. ~~Equivalencies for system common courses may change and will be utilized for new and future transfer requests.~~
- 2.5. ~~Subsequent course evaluation completed shall not change equivalencies for system common courses and system general education courses.~~
- 2.6. ~~Subsequent course evaluation may change and can be inactivated for major and elective courses and additional equivalencies may be added and evaluated.~~
- 2.7. ~~Approved equivalent receiving institution courses, grades and credit hours are recorded on the transcript.~~

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR August 2022.

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Prior Learning and Validated Transfer of Credit

**NUMBER:** 2:5:4

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### **A. PURPOSE**

The Board of Regents governing the six public universities ~~shall~~ **has** established ~~ed~~ a policy on the transfer of credits related to prior learning or other validated credits.

### **B. DEFINITIONS**

See BOR Policy 2:5.

### **C. PRIOR LEARNING TRANSFER OF CREDIT**

As with the assessment of classroom learning, the objective of prior learning assessment is to identify student competency related to a specific set of learning outcomes. This policy ~~only~~ applies to transfer students ~~and currently enrolled students~~ who earned and have evidence of the credit outlined in their transcript. The Regental universities should provide transfer students the same opportunities as continuing students to demonstrate their competence using internally and/or externally developed tests, ~~American Council of Education (ACE)~~ credit recommendations for military and non-military training, portfolio assessment procedures and/or other competency-based alternatives.

#### **1. General Requirements**

1.1. Credit earned through validation methods other than nationally recognized examinations is limited to a maximum of thirty (30) hours of credit for baccalaureate degrees and fifteen (15) hours of credit for associate degrees.

~~1.2. The Regental system will establish proficiency score levels, courses for which credit by examination is appropriate, policies on fees, and other related policies.~~

1.3. The Discipline Councils will provide consultation to the Academic Affairs Council ~~and system academic affairs staff~~ as it relates to competencies, course equivalencies, and other ~~requirements to the system academic staff.~~ **Applicable fees apply.**

#### **2. Credit by Exam**

2.1. Credit for college level courses granted through nationally recognized examinations such as CLEP, AP, DSST, etc., ~~will may~~ be evaluated and accepted for transfer if equivalent to Regental courses and the scores are consistent with Regental policies.

2.2. Such credits are only valid if transcribed by a sending institution within five years of the student taking the examination.

- 2.3. Regental institutions shall honor credits from nationally recognized examinations transcribed to meet degree requirements at a non-Regental institution.
  - 2.3.1. If credit received through validation is applied as elective credit, it may only be applied at the 100 or 200 level.
  - 2.3.2. Credit received through validation may apply to System General Education Requirements.
- 2.4. After the course evaluation is completed, the approved equivalent receiving institution courses and credit hours are recorded with a grade of EX on the transcript, but the grade earned at the sending institution is not recorded or calculated into the grade point average.

### 3. **Military Credit**

- 3.1. **Credits earned through military training validated using prior knowledge assessment is limited** Validation of military credit is limited to an additional thirty (30) hours of credit for baccalaureate degrees and an additional fifteen (15) hours of credit for associate degrees.
- 3.2. University discretion is permitted in acceptance of validated military credit for graduate programs, limited to a maximum of twelve (12) credit hours.
- 3.3. After the course evaluation is completed, the approved equivalent receiving institution courses and credit hours are recorded with a grade of CR on the transcript.
- 3.4. The **grade earned at the sending institution** is not recorded or calculated into the grade point average.

### **FORMS / APPENDICES:**

None

### **SOURCE:**

BOR August 2022.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**

**AGENDA ITEM: 7 – C**  
**DATE: August 2-4, 2022**

\*\*\*\*\*

**SUBJECT**

**Lawrence & Schiller BOR Marketing Campaign Update**

**CONTROLLING STATUTE, RULE, OR POLICY**

None

**BACKGROUND / DISCUSSION**

Board of Regents staff will provide an update on the current marketing campaign created in partnership with Lawrence & Schiller. The update will include campaign statistics, current and future messaging strategies, and the campaign's next phase.

**IMPACT AND RECOMMENDATION**

Not applicable.

**ATTACHMENTS**

None

\*\*\*\*\*

**INFORMATIONAL ITEM**

# **SOUTH DAKOTA BOARD OF REGENTS**

## **Academic and Student Affairs**

**AGENDA ITEM: 7 – D**  
**DATE: August 2-4, 2022**

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### **SUBJECT**

**New Program Request – BHSU – Minor in Theatre**

### **CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – Program and Curriculum Approval

### **BACKGROUND / DISCUSSION**

Black Hills State University (BHSU) requests authorization to offer a minor in Theatre. The proposed minor will provide a student-centered learning environment focusing on cultivating the collaborative skills, creativity, and professionalism necessary to pursue a wide variety of careers. Currently, theatre is offered as an emphasis within the Speech and Speech-Teaching minors at BHSU. Within those minors, if students wish to pursue theatre, the number of credit hours exceeds 18. By breaking Theatre out into its own minor, the number of credit hours will be reduced to 18, and it will improve the discipline's visibility to students search for a minor. Additionally, the newly created Communication and Media major will no longer include theatre curriculum, and the Communication Studies and Theatre major has been terminated. This minor will ensure that theatre courses and curriculum are still available to BHSU students.

### **IMPACT AND RECOMMENDATION**

BHSU plans to offer the minor in Theatre on campus. BHSU does not request new state resources, and no new courses will be required. BHSU estimates 18 students enrolled and 6 graduates by the fourth year of the program.

Board office staff recommends approval.

### **ATTACHMENTS**

Attachment I – New Program Request Form: BHSU – Minor in Theatre

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### **DRAFT MOTION 20220802\_7-D:**

I move to authorize BHSU to offer a minor in Theatre, as presented.





## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Baccalaureate Degree Minor

Use this form to propose a new baccalaureate degree minor (the minor may include existing and/or new courses. An academic minor within a degree program enables a student to make an inquiry into a discipline or field of study beyond the major or to investigate a particular content theme. Minors provide a broad introduction to a subject and therefore develop only limited competency. Minors consist of a specific set of objectives achieved through a series of courses. Course offerings occur in a specific department or may draw from several departments (as in the case of a topical or thematic focus). In some cases, all coursework within a minor proscribed; in others cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Baccalaureate Degree Minor Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

<b>UNIVERSITY:</b>	BHSU
<b>TITLE OF PROPOSED MINOR:</b>	Theatre
<b>DEGREE(S) IN WHICH MINOR MAY BE EARNED:</b>	BS., BA., BSED
<b>EXISTING RELATED MAJORS OR MINORS:</b>	Speech and Speech-Teaching
<b>INTENDED DATE OF IMPLEMENTATION:</b>	Fall 2022
<b>PROPOSED CIP CODE:</b>	50.0501
<b>UNIVERSITY DEPARTMENT:</b>	School of Arts and Humanities
<b>BANNER DEPARTMENT CODE:</b>	BSAH
<b>UNIVERSITY DIVISION:</b>	College of Liberal Arts
<b>BANNER DIVISION CODE:</b>	6A

**☒ Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.8](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

### University Approval

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*



President of the University

 Click here to enter  
 a date.  
 5/11/22  
 Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. Do you have a major in this field (*place an "X" in the appropriate box*)? ☒ Yes ☐ No

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

*Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.*

BHSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:4</a>
DSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:5</a>
NSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:6</a>
SDSMT:	<a href="#">SDCL § 13-60</a>	<a href="#">BOR Policy 1:10:3</a>
SDSU:	<a href="#">SDCL § 13-58</a>	<a href="#">BOR Policy 1:10:2</a>
USD:	<a href="#">SDCL § 13-57</a>	<a href="#">BOR Policy 1:10:1</a>
	<a href="#">Board of Regents Strategic Plan 2014-2020</a>	

3. What is the nature/purpose of the proposed minor? Please include a brief (1-2 sentence) description of the academic field in this program.

This minor will provide a student-centered learning environment focusing on cultivating the collaborative skills, creativity, and professionalism necessary to pursue a wide variety of careers. The minor will also provide students with a well-rounded liberal arts education with the opportunity to pursue theatre as a specific field of inquiry. The curriculum offers a course that introduces students to the theatre and courses in acting, stagecraft, makeup, fundamentals of design, and directing. The minor will be vital to theatre's impact at Black Hills State. Theatre at BHSU provides continuous support for regional (S.D. and Wyoming) high schools and arts organizations throughout the Black Hills. The Theatre Minor will replace the Theatre Emphasis within the Speech and Speech-Teaching minors. This most collaborative field of art forms will prepare the student to explore the human condition. It also will allow the student to connect to a global and diverse community and embark on a career of risk-taking and self-discovery.

Currently, the Speech Minor has 24 required credits, and the Speech-Teaching Minor has 27. This minor will reduce the number of credits in theatre to 18. Unlike the Theatre Emphasis



within the Speech and Speech-Teaching minors, students will not take a 300/400 level elective in Theatre nor take the Theatre Practicum.

Having a minor with "Theatre" in the title will be essential to improving the discipline's visibility to students searching for a minor. For example, a student who sees *Speech* and *Speech-Teaching* as a minor is not likely to realize that the study of theatre is an option. Improving the program's visibility is especially important because the Communication Studies and Theatre major will soon be terminated and replaced by the new Communication and Media degree. This new degree will not include theatre as an emphasis or specialization.

#### **4. How will the proposed minor benefit students?**

The program provides a student-centered learning environment that focuses on cultivating several skills that build a solid foundation for many career fields: oral and interpersonal communication, presentation, collaboration, creative and improvised problem-solving, creative thinking, project management, empathy, and professionalism. These skills are all transferable to a wide range of careers. The minor also prepares students for graduate school and a career in theatre or to prepare education students to teach theater in a K-12 setting. For a student who wants to improve their presentation skills and confidence speaking in front of others, the Theatre Minor complements any major a student is pursuing.

#### **5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.**

The Theatre Minor will develop and sharpen many marketable skills that will serve students well in the workforce. The Theatre Minor will improve a student's oral presentation skills, which are vital in most professions. The Theatre Minor also helps students develop the collaborative and interpersonal communication skills essential for project work and team building in a professional setting. The courses students will take in the Theatre Minor also help students think critically, logically, and creatively, which are essential to problem-solving within one's chosen career field. It is also worth noting that a theatre student acquires specific skills—acting, directing, makeup, carpentry, and editing.

The many career opportunities for theatre majors and minors are because many of the skills they cultivate are the "soft skills" employers are looking for. For example, the infographic "20 Key Soft Skills that All Students Need" within the *South Dakota Workforce Services* website lists several of the skills a theatre student would acquire, including those in the top five: "communication," "teamwork," "problem solving," "critical thinking," and "using technology."<sup>1</sup>

The skills students receive from the Theatre Minor will prepare students for many careers. The more apparent jobs include actor, director, producer, theatre teacher, scenic artist, voice-over artist, costume designer, and stage manager. However, a theatre minor can also help prepare students for at least four of the 30 most in-demand careers for 2018-2028, according to South Dakota's Labor Market Information Center:

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<sup>1</sup> [https://dlr.sd.gov/workforce\\_services/individuals/career\\_launch/toolkit\\_documents/4-9-2\\_20\\_soft\\_skills\\_infographic.pdf](https://dlr.sd.gov/workforce_services/individuals/career_launch/toolkit_documents/4-9-2_20_soft_skills_infographic.pdf)

- Elementary School Teachers (11<sup>th</sup> on the list): there are an estimated 349 annual openings, with an average salary of \$44,783. A theatre minor helps to improve confidence in students preparing for the teaching possession, and theatre training helps to animate their presentation skills. Furthermore, an elementary school teacher with a theatre background is attractive to principals and superintendents looking for faculty who can direct the school play and other theatrical productions.
- Secondary School Teachers (15<sup>th</sup> on the list): there are an estimated 275 annual openings, with an average salary of \$45,810. As with elementary-level teachers, a theatre minor helps improve students' confidence, and theatre training helps to animate their presentation skills. Additionally, like with elementary teachers, a secondary school teacher with a theatre background is attractive to principals and superintendents looking for faculty to direct the school play and other theatrical productions. This ability is needed because there are very few full-time theatre teachers in K-12 schools in South Dakota and nationwide.
- Sales Representatives, Wholesale and Manufacturing (4<sup>th</sup> on the list): there are an estimated 655 annual openings, with an average wage of \$65,925. Within the Theatre Minor curriculum, Introduction to Acting and Directing are classes that help students improve their ability to communicate in front of groups of people and develop interpersonal communication skills. These skills are especially beneficial to the sales profession.

Other careers for which a theatre minor can help prepare students include the following: product support services, arts administration, development director, marketing director, property designer, publicist, booking agent, artist's agent, community organizer, manager, box office manager, and community arts director. It is also worth mentioning that someone with a theatre minor is prepared for various roles within the entertainment and sports industry. Between 2020 and 2030, The U.S. Bureau of Labor and Statistics projects a 22% growth in this industry. Designers of special exhibits, sets for film, video television, and theatre productions are projected to grow at 9 percent from 2020 to 2030.<sup>2</sup> Employment of broadcast, sound, and video technicians is projected to grow 21 percent from 2020 to 2030, much faster than the average for all occupations.<sup>3</sup>

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace "XX" in the table with the appropriate year*).

<i>Estimates</i>	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
	F.Y. 2023	F.Y. 2024	F.Y. 2025	F.Y. 2026
<b>Students enrolled in the minor (fall)</b>	<b>6</b>	<b>9</b>	<b>13</b>	<b>18</b>
<b>Completions by graduates</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>6</b>

\*Do not include current fiscal year.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

<sup>2</sup> <https://www.bls.gov/ooh/entertainment-and-sports/actors.htm>.

<sup>3</sup> <https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm>

Collectively, the courses cover all the major areas of theatre. Theatre core requirements include acting, directing, design, and technical theatre classes. These courses reflect current theatre performance and technology trends.

A summary of the standards set by The National Association of Schools of Theatre<sup>4</sup> reports that minors will learn to think conceptually about a text, performance, and production. They also will understand the playwriting process, be acquainted with a wide selection of theatre repertoires, and develop and defend informed judgments. In addition, students need to display competence in one or more theatrical specializations in creation, performance, scholarship, or teaching.

Black Hills State's coursework is designed to fulfill NAST standards. Analysis and concept are covered in Introduction to Theatre, Fundamentals of Design, Directing, and Makeup. From concept to final draft, playwriting is covered in Introduction to Theatre. Students must read and analyze a wide range of plays, from classical to modern, in Intro to Theatre, Fundamentals of Design, Directing, and Makeup. Stagecraft offers students the opportunity to develop technical theatre competencies in set construction, sound technology, and lighting design. It is also worth mentioning that all coursework is supplemented by equally important production experience. Theatre education has historically implemented an experiential approach to learning. For example, the Theatre Minor provides students with many hours of on-stage time and behind-the-scenes. Experience in the theatre is the best teacher. Students at BHSU learn by doing.

**8. Complete the tables below. Explain any exceptions to Board policy requested.**

*Minors by design are limited in the number of credit hours required for completion. They typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors usually involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.*

**A. Distribution of Credit Hours**

[Insert title of proposed minor]	Credit Hours	Percent
Requirements in minor	18	100%
Electives in minor	0	0%
.Total	18	100%

**B. Required Courses in the Minor**

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course	Credit Hours	New
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<sup>4</sup> <https://nast.arts-accredit.org/>

			<i>Include credits for prerequisites in subtotal below.</i>		<b>(yes, no)</b>
THEA	100	Introduction to Theatre (offered every Fall and Spring)		3	No
THEA	131	Introduction to Acting (offered every Fall and Spring)		3	No
THEA	241	Stagecraft (offered every odd Fall)		3	No
THEA	243	Makeup (offered every odd Fall)		3	No
THEA	344	Fundamentals of Design (Offered every even Fall)		3	No
THEA	351	Directing (offered every odd Spring)		3	No
Subtotal				18	

**9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor. None**

**A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (\*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.**

<b>Individual Student Outcome</b> (Same as in the text of the proposal)	<b>Program Courses that Address the Outcomes</b>					
	THEA 100	THEA 131	THEA 241	THEA 243	THEA 344	THEA 351
Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;	X	X				
Identify and explain the basic concepts of the selected disciplines within the arts and humanities	X	X				
Identify and explain the contributions of different cultures from the perspective of the selected disciplines within the arts and humanities	X					
Demonstrate creative and aesthetic understanding	X	X				
Explain and interpret formal and stylistic elements of the literary or fine art	X	X				

Demonstrate a basic working knowledge of technical theatre			X			
Demonstrate technical theatre skills related to makeup				X		
Demonstrate the techniques of directing, including composition, movement, tempo-rhythm, script analysis, and screen presentation						X
Demonstrate techniques in scenic, costume, lighting and sound design					X	

*Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.*

### 10. What instructional approaches and technologies will instructors use to teach courses in the minor? .

Courses are designed to teach the basic skills, concepts, methods, and theories through play readings, lectures, videos, projects, and live productions to acquaint students with theatrical art history and techniques.

The production experience offers the student the chance to implement the classroom experience into practical application through an experiential approach.

Current technologies that will be utilized in the minor include, but are not limited to, computer light boards, LED lighting, stage mechanics, visualization software, CAD, and digital and analogue sound technology. These technologies will keep the student up to date with trends in the theatre. Current trends in acting, directing, and design are constantly being introduced in the classroom.

### 11. Delivery Location

*Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.*

- A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., USD Community Center for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an online program)?**

	Yes/No	Intended Start Date
On campus	Yes	Fall 2022

Yes/No	If Yes, list location(s)	Intended Start Date
--------	--------------------------	---------------------



<b>Off campus</b>	No		Choose an item. Choose an item.
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	Yes/No	<i>If Yes, identify delivery methods</i> <i>Delivery methods are defined in</i> <i><a href="#">AAC Guideline 5.5.</a></i>	<i>Intended Start Date</i>
<b>Distance Delivery</b> <b>(online/other distance</b> <b>delivery methods)</b>	No		Choose an item. Choose an item.
<b>Does another BOR</b> <b>institution already</b> <b>have authorization to</b> <b>offer the program</b> <b>online?</b>	No	<b>If yes, identify institutions:</b>	

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the minor through distance learning (e.g., as an online program)? This question responds to HLC definitions for distance delivery.**

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
<b>Distance Delivery</b> <b>(online/other distance</b> <b>delivery methods)</b>	No		Choose an item. Choose an item.

- 12. Does the University request any exceptions to any Board policy for this minor?**  
**Explain any requests for exceptions to Board Policy. If not requesting any exceptions,**  
**enter "None."**

None

- 13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Address off-campus or distance delivery separately.**

This minor will not result in any additional costs because each course in the curriculum is already offered regularly. The minor is currently being offered under a different name—Speech, with an emphasis on Theatre. Furthermore, the courses that would be offered within the Theatre minor are currently being offered within the Theatre emphasis. Moreover, as stated in section three, the minor will have two fewer course requirements.

- 14. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (place an "X" in the appropriate box).**

☐ YES,

*the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.*

☒ NO,

*the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.*

**15. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*